

# THE DEAF *American*

Iowa's Donald L. Irwin:

'Every little bit helps...'

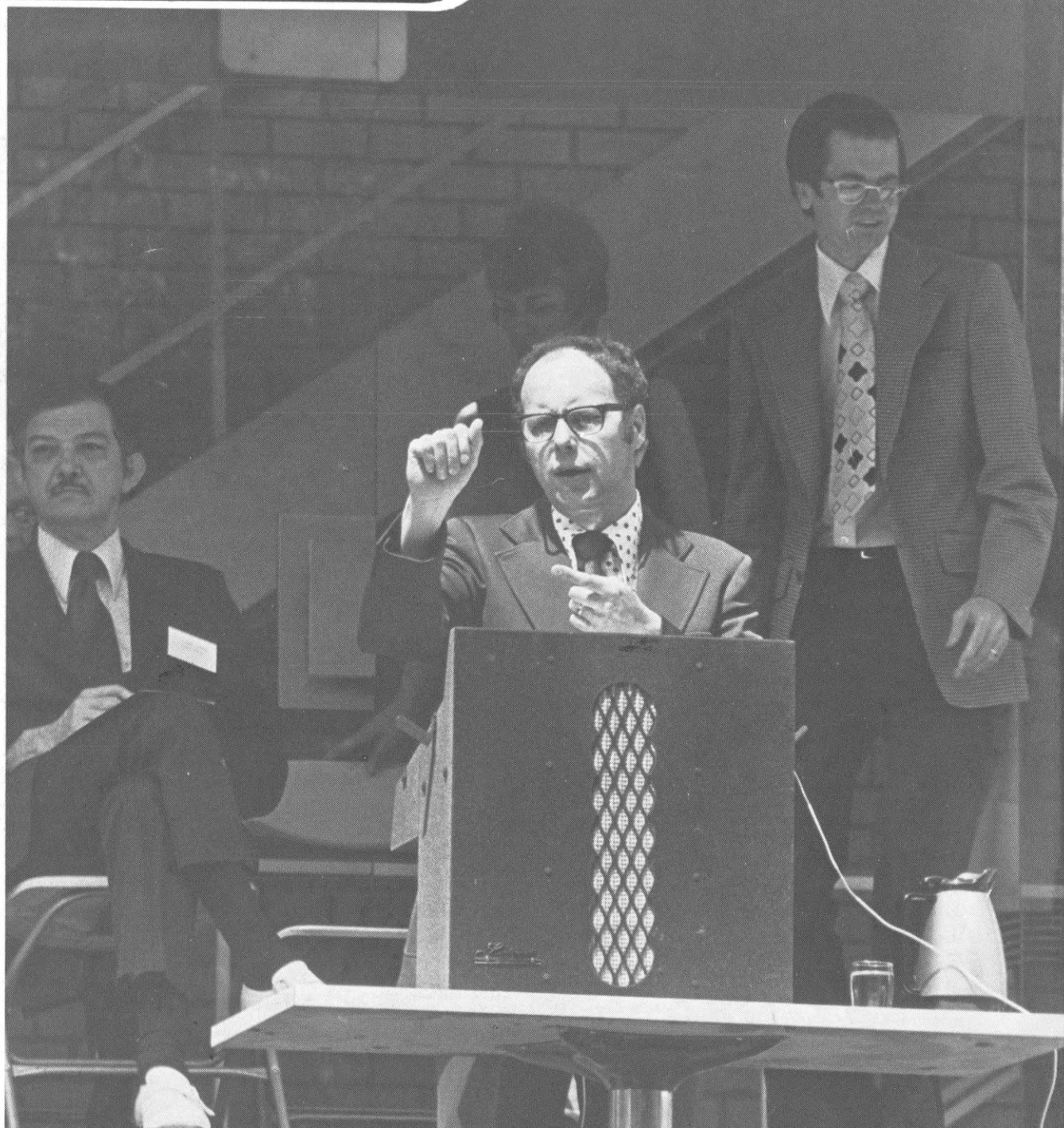
## Halex House Dedication

May 19, 1973

THE NATIONAL MAGAZINE FOR ALL THE DEAF

June  
1973

75c Per Copy



# The Editor's Page

## Convention Time

Summer is the season for conventions, with most of the NAD's Cooperating Member (state) associations having 1973 meetings. Right here in the Editor's hometown (Indianapolis), the International Association of Parents of the Deaf, the Convention of American Instructors of the Deaf and the Gallaudet College Alumni Association have late June meetings. The Conference of Executives of American Schools for the Deaf has also scheduled business meetings in connection with the CAID.

We hope that officers of state associations will make every effort to send stories and pictures to the regional state association news editors after their conventions. If time is at a premium, such items can be sent to our national state association news editor, Norman S. Brown, P. O. Box 50221, Indianapolis, Ind. 46250.

## Halex House Dedication

In this issue will be found numerous pictures taken at the dedication of Halex House, the Home Office of the National Association of the Deaf in Silver Spring, Md., on May 19, 1973. The Editor was privileged to be present at this dedication and noted that the turnout of guests from all walks of life was indicative of the ever-increasing prestige of the deaf of the United States.

The NAD has taken on quite a chore in retirement of first and second trusts on Halex House. Contributions flow in at a steady rate, and we hope publicity and promotion will bring about an early retirement of the second trust. While Halex House is the headquarters of the NAD per se, its acquisition is a remarkable distinction for all the deaf.

We hope to be able to attend "mortgage burnings" in the not too distant future. The second trust could be retired in a couple of years if everybody will pitch in—even if only a dollar at a time.

## Rap Sessions

Rap sessions at conventions and other gatherings of the deaf are becoming popular. Such sessions can be used to air complaints and needs. They can be used to disseminate information. They can lead to concrete action.

Rap sessions may have a variety of formats. Sometimes a moderator and a panel are featured, with the audience coming up with topics or questions for panelists. Sometimes a general session and keynoter provide impetus for group sessions, with consensus being fed into a windup session.

Some rap sessions are limited to given topics. Others may range far afield upon any subject that participants may elect to bring up, similar to old-fashioned "bull sessions."

To our way of thinking, the chief weakness of most rap sessions is the lack of adequate follow-up. In other words, printed reports in the form of summaries never get to the participants—with many possible benefits being nullified.

Does anybody have a tried-and-true format for rap sessions, from start to finish?

What are the most commonly emphasized topics in rap sessions? Is a serious information gap apparent in most cases?

We have a hunch that definite patterns emerge from local, state and national meetings of the deaf—that the topics of concern are the same ones that have been with the deaf generation after generation, with modifications in keeping with changing times.

## New Publications

Time was when very few books and other publications about deafness and the deaf were on the market. Nowadays . . . a flood! Publications come from many sources. It behooves those sources to acquaint the deaf as to the existence of their offerings, preferably through advertising. (Yes, we have a selfish motive.)

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Editor: JESS M. SMITH

Editorial Executives: Don G. Pettingill, George Propp, Frederick C. Schreiber.

Advertising Manager: Alexander Fleischman,  
9102 Edmonston Road, Greenbelt, Maryland  
20770

Makeup Assistant: Harold C. Larsen

News Editor: Harriett B. Votaw

Feature Editor: Eugene W. Petersen

Associate Feature Editor: Robert L. Swain, Jr.

Assistant Feature Editors: Frank Bowe, Fred R. Murphy, Norman G. Scarvie

Sports Editor: Art Kruger

Humor Editor: Toivo Lindholm

Foreign Editor: Yerker Andersson

Culturama Editor: Patricia Dow

State Association News Editor: Norman S. Brown

Advisory Editors: Dr. Byron B. Burnes, W. T. Griffing, Robert O. Lankenau, Robert G. Sanderson.

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JUNE, 1973

# Halex House Dedication

May 19, 1973

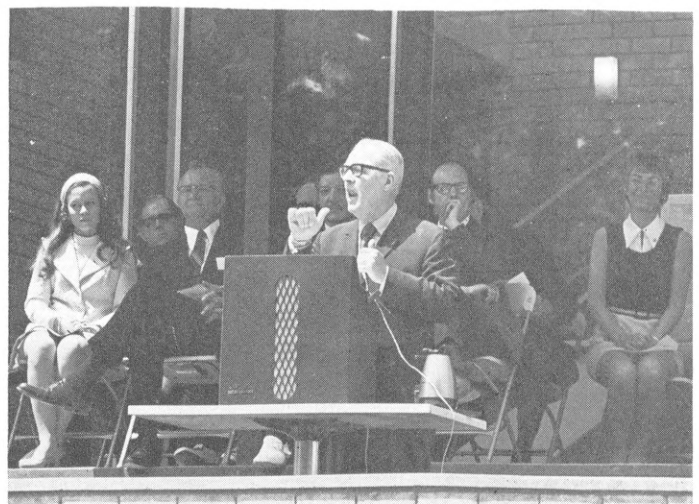
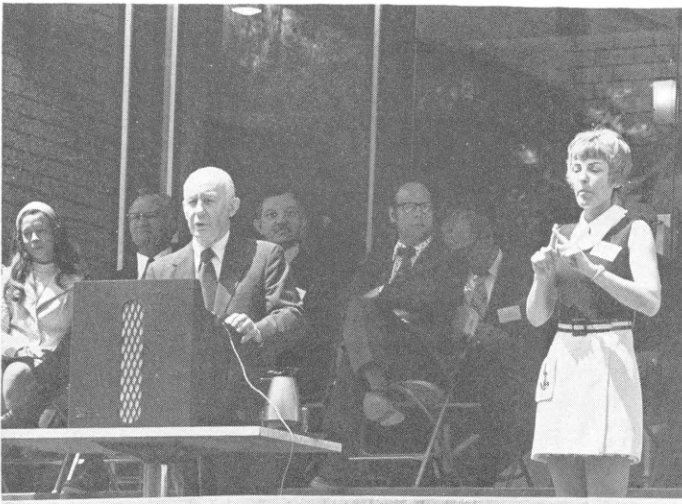
Donald L. Irwin, president of the Iowa Association of the Deaf, spoke in behalf of Cooperating Member (State) associations at the dedication of the NAD's Home Office. In our cover picture he notes that "Every little bit helps." Behind him are NAD Executive Secretary Frederick C. Schreiber (left) and Ronald Sutcliffe, chairman of the Dedication Committee.



Left: Reverend Otto Berg, pastor of St. Mark's, gives the invocation as (left to right) Dr. Samuel A. Block, NAD Board Member; Robert G. Sanderson, master of ceremonies and past NAD President; and Nancy Kowalski, secretary-interpreter, look on. In the background are the covered plaques that were unveiled later in the program. Right: Part of the crowd that attended the dedication. Among the people in view are Alexander and Georgette Fleischman. Alex is president of the National Congress of Jewish Deaf. Behind Georgette and almost hidden is Jack Gannon, director of Public Relations at Gallaudet. Also in this photo are Dr. Block; Dr. and Mrs. Tom Mayes; Kathleen Schreiber; Mr. and Mrs. Sheldon Blumenthal; Dr. and Mrs. Wilson Grabill; Donald and Agnes Padden; Dr. Lottie Riekehof; Mrs. Mildred (G. Dewey) Coats; Ray Carter, the 1974 NAD Convention chairman from Seattle; Mrs. Dora Haynes, executive director of Quota International and chairman of the World Congress' Committee on protocol; Peggy Keough; Dr. Norman Tully; Glenda Ennis; Pat Leon Herbold; Mark and Mildred Wait; Mrs. Evelyn Cuppy; Mr. and Mrs. James Stern of New York; Barbara Sachs, to name but a few.



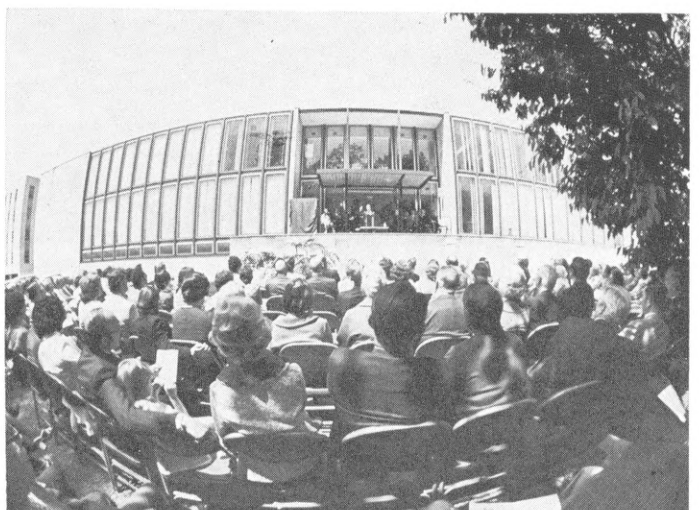
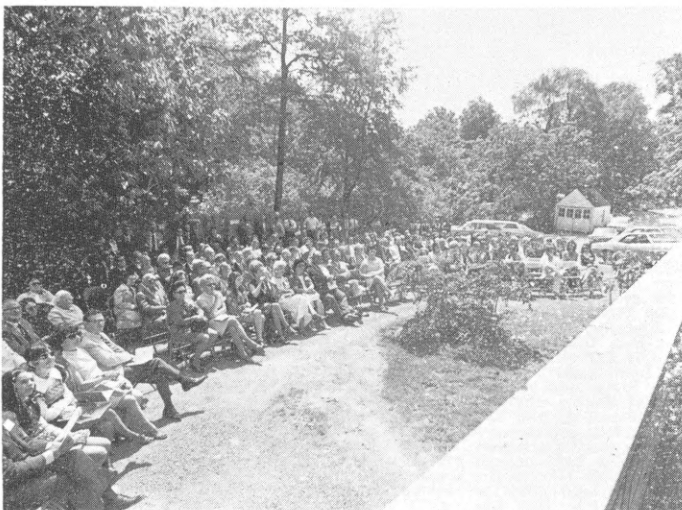
Left: On the other side starting from the front (left to right) we find Barbara Babbini-Brasel; Jane Beale, administrative secretary at the RID; Virginia Lewis of the Bureau of Education for the Handicapped who also interpreted for people on the platform; Mrs. Caroline Burnes, wife of NAD's long-time president, Dr. Byron B. Burnes; Lillian Skinner, NAD Board Member; Leo Jacobs, first holder of the Powrie Vaux Doctor Chair of Deaf Studies at Gallaudet College; by coincidence (?) Caroline, Lil and Leo are all Californians. Then there was Ralph White of Texas, NAD Vice President; Helen Maddox of South Carolina, Board Member. Behind Mr. Brasel and Jane Beale and almost hidden are COSD Executive Director and Mrs. Edward C. Carney. Next to Mrs. Carney is Dr. Richard Phillips from Gallaudet and Mrs. Phillips, while behind Dr. Phillips is Mrs. Otto Berg and behind her is Edward Newman. Mr. Newman used to be Commissioner of Rehabilitation Services Administration. Next to Mr. Newman is Corbett Reedy who is Acting Commissioner of RSA and Mrs. Reedy; Pauline and Dr. David Peikoff and behind them Joseph Hunt also a former SRS Commissioner. In the background there can be identified Jess M. Smith, NAD President-Elect; Arnold Daulton of Columbus, Ohio; Paul Wester of Corporate Press, who is the NAD's printing salesman; Dr. and Mrs. L. Deno Reed; Adele and Pete Shuart, while near the fence are Mr. and Mrs. Mervin Garretson; Roz Waring who previously worked for the RID. Also there for those that can recognize them are Dr. George Propp, NAD Secretary-Treasurer; Dr. Luther Robinson, director of St. Elizabeth's Hospital and Polly Pettingill, NAD Prexy White and Helen Maddox. Right: Here are still more of the attendees. Including some long-time friends. The three ladies in the lower right hand corner are NAD staffers Marcy Herron, Marlene Segretti and Alyce Stiffer. In the next row we have Sully and Al Pimentel. Al is director of Public Service Programs at Gallaudet and was formerly director of the Registry of Interpreters for the Deaf. Next to him is Dr. Glenn Lloyd now of NYU's Deafness Research and Training Center but formerly with the University of Tennessee. The lady next to him is unidentified but behind her are Mr. and Mrs. Alexander Ewan, Jr., both Ewans are strong NADers. Alex raises money while Teresa was a volunteer for a long time when we first moved to D.C. Behind the Ewans are, from right to left, Ramon Rodriguez, a lady whose dark glasses foils us, then Mr. and Mrs. Leo Lewis; Mr. and Mrs. Yarker Andersson; Dr. and Mrs. Leonard P. Siger and Warren Drake. In the background are Dr. Doin Hicks of MSSD; Dr. Robert Frisina of NTID; Dave Spidel of Project Life; Mr. and Mrs. Gerald Adler (Mrs. Adler is one of our Project Officers through RSA), plus other NAD staffers including Terrence J. O'Rourke.



Left: Arthur J. Norris, executive director of the Professional Rehabilitation Workers with Adult Deaf, speaker for the tenants of Halex House. Mr. Norris noted that the ready accessibility of organizations to each other has been of mutual benefit to all. In the background Miss Deaf America, Ann Billington, and NAD Prexy Don G. Pettingill are actually watching Virginia Lewis (not visible) who is interpreting for people on the platform while Executive Secretary Schreiber and Iowa Association of the Deaf President Irwin find Nancy Kowalski easier to see. Right: Dr. Boyce R. Williams, Chief of RSA's Office of Deafness and Communicative Disorders, speaks for the Government. Dr. Williams noted the importance of a consumer voice and commended the NAD on its responsiveness and effectiveness in presenting consumer views and needs to the government.



Left: Here, Harold Esten, architect and former owner of Halex House, presents a "key" to the building to Immediate Past President Robert O. Lankenau, under whose administration Halex House was purchased; Don G. Pettingill under whose administration Halex House was dedicated and Executive Secretary Fredrick C. Schreiber, who now manages the building. The key incidentally is genuine walnut, the handwork of Jack Gannon of Gallaudet College. The "teeth" of the Key spell out "N" "A" "D." Mr. Gannon donated this beautiful symbol which will hang in the lobby of Halex House complete with a plaque to commemorate the event. Right: Past President Dr. Byron B. Burnes and Miss Deaf America, Ann Billington, unveil the plaques which will be part of the permanent installation of Halex House. On the bottom is a bronze plate presented to the NAD on its 75th Anniversary. The other plaques will contain the names of all contributors to the NAD building fund. The larger one for those who have contributed \$100 or more, the smaller for those who have given \$1,000 or more. A book with plastic sealed pages has been prepared also and will be a permanent display item for smaller contributors.



Left: This shows most but not all of the people who were on hand for the dedication of Halex House. The seating area is the building's parking lot, even though it doesn't look like it. Right: Use of a wide angle lense produced this unusual view of the building which is not really round.



Steve Turner, former president of Gallaudet's Student Body Government, opens the Halex House dedication program with "The Star-Spangled Banner." A few days later he performed the same chore at Gallaudet's commencement exercises.



Mrs. Clara Nesgood makes another contribution to Halex House after the dedication ceremonies as Executive Secretary Frederick C. Schreiber looks on.



Dr. Edward C. Merrill, Jr., president of Gallaudet College, speaks for education in the dedication program. Dr. Merrill praised the contributions of the NAD in the field of education and predicted more and better efforts in the future.



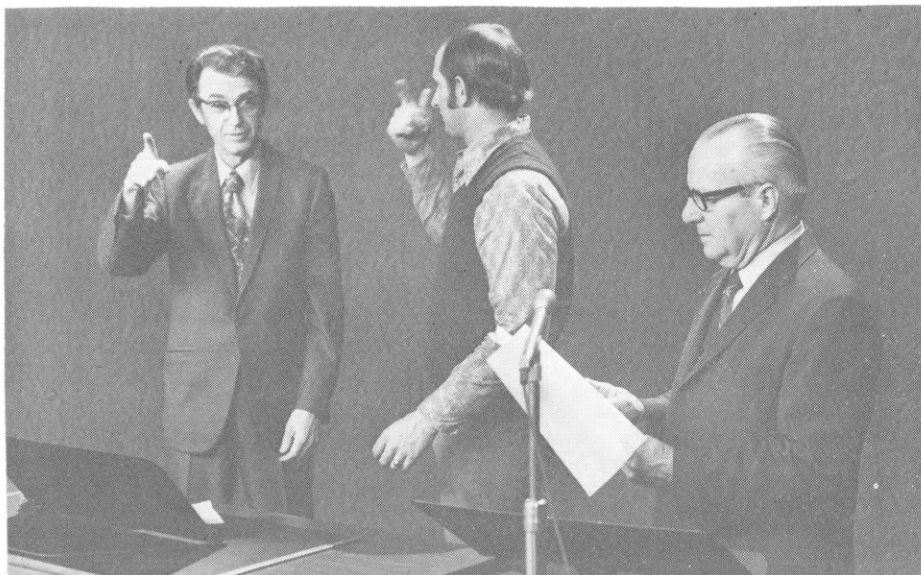
Left: Here Father Rudy Gawlik gives the benediction to close the ceremonies at the dedication. Father Gawlik is well known throughout the nation both for his work with the Catholic deaf community and his skill at Rock Gospel in combination with Pastor Dan Pokorny of the Lutheran Church. Right: After the listening—the eats. In this corner are all old friends. Dr. and Mrs. Doin Hicks; Mrs. Gilbert Delgado; Edward C. Carney; Dr. Delgado; Lily Corbett; Glenda Ennis and Buford Gilliam.



Dr. Howard Quigley, executive director of the Conference of Executives of American Schools for the Deaf, and Dr. Leonard M. Elstad display rapt attention to the dedication program. Dr. Elstad, President Emeritus of Gallaudet College, is a long-time NAD supporter and especially of THE DEAF AMERICAN magazine which he refers to as the "Reader's Digest of the Deaf." Though retired he still gets around and is continuing his work for Gallaudet through the Rotary Club.



And a good time was had by all. This ended what could very well be called a "perfect day" and one that will become a part of the history of deaf people in America. The dedication of Halex House to the deaf people of America is a symbol not only of the achievements of deaf men and women but also of their teachers, counselors, parents and friends whose help and encouragement, faith and steadfastness made all this possible.



Henry Stack, "Talking Hands" producer and an accountant of Vancouver, Wash., is also one of many deaf instructors for hearing student Steve Smith, a news cameraman at KGW-TV in Portland, Ore. Steve became interested in learning to sign while filming stories at the Oregon and Washington State Schools for the Deaf, both in the KGW-TV viewing area. The Rev. Norman W. Stallings, right, is the off-camera voice for all male instructors in the 26 half-hour sign language programs.

## TV Sign Language Telecourse

By Henry Stack

TALKING HANDS, a telecourse in conversational sign language, made its debut on KGW-TV in Portland, Oregon, in January. The series of 26 half-hour shows is designed to provide the non-signing with the tools of communication with the deaf. Each lesson is also broadcast over the educational channel twice again the same week, at 6:30 p.m., Mondays, and at 6:00 p.m., Fridays, —thus affording serious students an opportunity to study each lesson three times.

Its unique format revolves around the use of a couple signing a conversation on camera with voices translating it into spoken English off-camera. After the conversation is shown once, the instructor then teaches each new sign, with an off-camera voice. The word is fingerspelled first, with a caption then appearing on the screen. The on-camera instructor then gives the sign while the voice describes the hand positions, with or without mention of its origin. The on-camera student who is beside the instructor is then taught the sign, which is given several times during the vocal instruction.

Inclusion of a non-deaf student on camera helps to identify possible difficulties in forming the signs. The added dimension provides the at-home student with encouragement and identification and, as well, provides the instructor with practical guidance.

After all the new words in the lesson have been taught in this manner, the conversation is again shown, with the signers forming their signs more slowly and deliberately in order to give the viewing students an opportunity to "read" them. In the latter part of the series the conversation is given a third time without the voice accompaniment.

About midway through each lesson there is a brief commentary given by Robert Jackson, head of the KGW-TV Public Affairs Department, which is interpreted in signs. These commentaries touch upon different aspects of deafness and provide viewers with valuable insights.

All on-camera instructors and conversational signers are deaf people residing in the Vancouver-Portland-Salem area. The use of many different people in the series has given the general viewing public an opportunity not only to note that deaf people come in all sizes and types, but also that individual styles in signing vary. This point has been brought out in one of the commentaries and likened to voice and accent variations among the hearing population.

The manual alphabet is shown frequently, using two hands which display front and back views simultaneously. A free alphabet card, approximately 7" by 10", is offered to those who wish to write in for one.

When the decision was made by KGW to proceed with the project, it was decided after considerable thought and soul-searching to proceed on a manual or signed English basis rather than to attempt instruction in Ameslan. The principal reason for this choice was the ease of teaching on a "one word, one sign" basis as compared to concept-signs and disregard of English grammatical structure. The adoption of total communication at the Washington School for the Deaf in nearby Vancouver implemented by the book, AN INTRODUCTION TO MANUAL ENGLISH, which was written and published by the school, was also an influencing factor.

The book is used as a basic text, with recourse to SIGNS FOR INSTRUCTIONAL

PURPOSES by Kannapell, et al., as reference for signs not listed in Manual English. Where a sign is not listed in either book, local usage or fingerspelling is employed.

Varied and interesting comments about the series have been heard, one frequent and surprising one being that the viewer has not realized that there was such an orderly and formal system of signs. Certainly there is a greater appreciation of the deaf person's needs, problems and desires. Too often the only contacts by the average hearing person with members of the deaf community that he is aware of is when a peddler holds up a printed card asking for a handout.

Up to 35 signs are instructed in each lesson, with the result that a considerable vocabulary of signs can be learned by the end of the series, and the earnest student can get a copy of the text used and further his study with it.

The series is an excellent vehicle for reinforcement of drives for adoption of total communication by schools for the deaf. Viewers in areas where this is an issue should urge TV stations in their localities to obtain the series from KGW-TV.

This series is one more manifestation of KGW-TV's interest in and desire to aid in a practical way the deaf community in the Portland metro area. In addition to the TALKING HANDS series, the station carries a daily newscast in signs as well as a weekly religious program in signs and the widely-acclaimed British series designed for deaf children, VISION ON. KGW frequently broadcasts special programs in sign language and often includes filmed activities of the deaf in its regular news programs.

## Private School For Emotionally Disturbed Deaf Children Opens

This spring a new program for multiply handicapped deaf children started at the Great Southwest Ranch School for the Deaf, Inc., near Tucson, Ariz., specifically developed for the emotionally disturbed. Director of the school is Dr. Larry G. Stewart, who has a wealth of experience as a teacher, in rehabilitation and in educational research.

The Great Southwest Ranch curriculum provides residential living, classroom instruction, physical education, and recreation which includes swimming, hiking, horseback riding and gardening. Total communication is being emphasized for the facility, which when fully operational can serve 50 children between ages 5-20.

Inquiries should be addressed to Dr. Larry G. Stewart, Director, Great Southwest Ranch School for the Deaf, Inc., 4021 East Justin Lane, Tucson, Ariz. 85715.

# Marie Davis, Maryland School Social Worker

By MRS. MARY ELLEN ELWELL, Project Director

Social Work with the Deaf, Western Maryland College, Westminster, Maryland

(Pictures by Dr. Robert Boner, Assistant Professor, Western Maryland College, Westminster, Maryland)

"I want to prevent fires, instead of having to put them out," says Miss Marie Davis. Marie is the new social worker at the Maryland School for the Deaf. She is a deaf graduate of the social work program at Gallaudet College. Her job is to give social work service to students and families at MSD. Marie believes that deaf children and teenagers often need to talk about their feelings with a professionally trained person who knows how to help with the problems of growing up. Her idea of social work is that it can prevent serious problems by helping people cope with their normal day-by-day upset and confused feelings. She finds that being deaf herself enables her to understand the problems of deaf young people. The boys and girls at MSD like to talk with her. Many parents are discovering that she can help them be more successful in meeting their children's needs.

Marie has had a very interesting life. She was born in Puerto Rico 25 years ago. Her mother is Spanish and her father American. Both of her parents are hearing. Marie is the oldest of five children. She has a deaf sister and three hearing brothers. Although her parents say she talked some Spanish when she was very small, she stopped completely by the time she was three. When she was around four years old her parents took Marie and her baby sister to Johns Hopkins Hospital in Baltimore to try to find out what was "wrong" with them. Although Marie was found to have hearing loss, and her sister diagnosed as hearing, the full extent of the loss was not apparent to



**FORWARD LOOK**—In her office, Marie Davis talks about her goals for social work at the Maryland School for the Deaf. She has many ideas to help parents and children participate more fully in the school program.

the doctors. Both girls have 90-95 db loss. The doctors at Hopkins felt that a possible reason for Marie's slowness in talking was the fact that both Spanish and English were spoken in her home. She might just be confused.

Mr. and Mrs. Davis decided to have a look at a deaf school in Puerto Rico, but they weren't pleased with the program. Even today very few South or Central American countries have good educational programs for deaf or hard of hearing children. Still searching for an education for their daughters, Marie's parents got

further advice from Columbia Presbyterian Hospital in New York. As a result of this contact, Marie was placed in the Lexington School for the Deaf in New York City. She went to this school for 12 years and spent every summer back in Puerto Rico. Once she began to learn language, she was able to learn Spanish from her summer experiences in Puerto Rico. She never formally studied Spanish until she went to high school and on to Gallaudet.

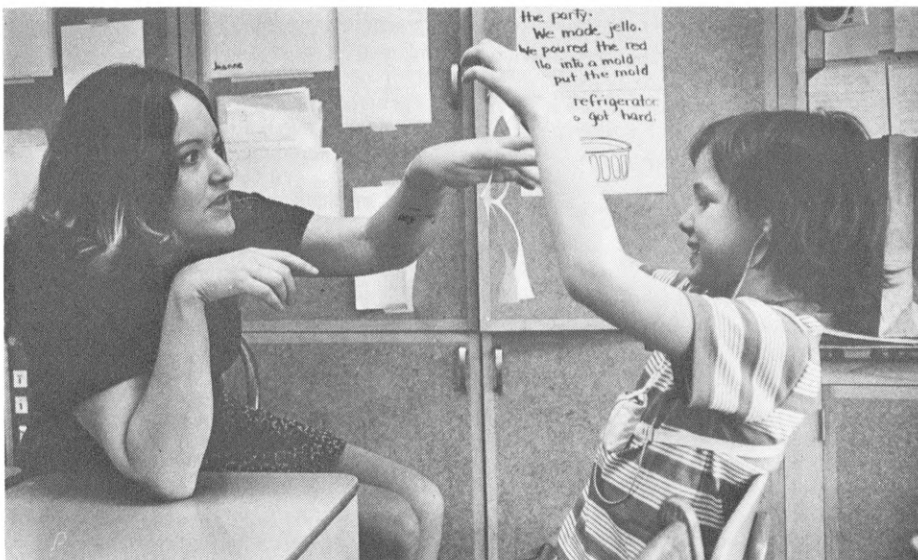
Marie attended a small, private hearing school, Academy of Mt. St. Vincent in Tuxedo Park, New York. She completed four years of high school work in three years. She was only 17 when she graduated from this all-girls school.

She attended Barry College, Miami, Florida, for one semester before transferring to Gallaudet. Marie feels that she really gained an understanding of herself as a deaf person at Gallaudet. Her previous education in oral school and hearing school had been very different from the environment of deafness and total communication at Gallaudet. She not only learned the language of signs, but found an acceptance of her own deafness in living and studying with her new friends.

Marie left college before her junior year because she was not sure what she wanted to do with her life or what area of study she wanted after she was refused Spanish as a major. She studied interior design for a year and did a lot of traveling.

It was while she was traveling in Europe that the world of sociology opened up for Marie. She feels that travel and meeting many different kinds of people is a wonderful way to learn. In four months she visited 16 countries, including Yugoslavia where she attended the World Games for the Deaf. Marie says that many deaf people are fearful about foreign travel because they are afraid they will not be able to do it independently and communicate. Marie has found people all over the world to be friendly and patient. In some countries they could not believe that she was deaf because in some parts of the world the deaf are still uneducated and totally isolated.

When she returned to Gallaudet College after two years away, Marie was sure that she was interested in a course of study concentrating on people. The new social work program was exactly what she had been looking for. In social work she would continue the learning she had begun while she was traveling. Social work training includes knowledge about the many different kinds of people who



**STUDENT FRIEND**—Marie Davis makes friends with Jean Groninger. It is important for all students to see the social worker as a friend, not just a person who "talks with you when things go wrong."



**SOCIAL WORK DISCUSSION**—Marie and Mrs. Mary Ellen Elwell from Western Maryland College discuss their plans for the social work field placements for students from the college. In addition to planning training for these students, Mrs. Elwell provides suggestions and guidance for the social work program.

come to social agencies for help. The program also teaches students the best ways to help others. Marie credits Mrs. Dorothy Polokoff, head of the social work program, and Mrs. Evelyn Wolstein, her supervisor in a field learning experience at Model Secondary School for the Deaf, with teaching her how to help others. She graduated in June 1972 trained to be a social worker.

One of Marie's ambitions is to go to Central America and begin a school for the deaf. Deaf children are ignored and uneducated in some of these countries. She realizes that convincing a government of the need and starting a school would be a big job, but someday she will try to do this. Last summer she found another kind of injustice and neglect of handicapped people here in the United States. She worked as a private tutor for a family with a 19-year-old physically handicapped deaf girl. This young woman, with a back curvature and often

in pain, has above average intelligence but has never had formal education because no schools are able to accept deaf students with such severe physical handicaps. Marie has been writing to many people in and out of the government about her friend and others like her who are denied an education because their combination of disabilities does not "fit" any existing program.

Marie is the first social worker to be hired at Maryland School for the Deaf. The school was able to hire a social worker because of a cooperative program with Western Maryland College. The Federal government had granted funds to the college to begin to train social workers to work with the deaf. As a part of this program, a social worker was to be hired jointly by the college and Maryland School for the Deaf. Marie's work involves not only giving service to students and parents from Maryland School for the Deaf, but also supervising college students

from Western Maryland as they learn to do social work. Marie is pleased to be a part of a program which uses total communication because she believes that this approach is right for deaf youngsters.

Marie Davis is a very special person. Well-educated and well-traveled, she combines her own life experiences with a deep concern for others which enables her to be a gifted professional helping person. She sees many important areas where help is needed for deaf people. She has the drive and determination to make a difference by her own life and by her own example.

### Orman, Vernon, Elstad Named Laurent Clerc Award Winners

Three men well-known for their meritorious achievement on behalf of deaf people have been named recipients of the 1973 Laurent Clerc Cultural Fund Awards presented by the Gallaudet College Alumni Association.

Awards were presented to James N. Orman, '23, McCay Vernon, G-'55, and Dr. Leonard M. Elstad, G-'23, during the college's Charter Day banquet on April 7. The specific awards include:

JAMES NESTOR ORMAN, presented the Laurent Clerc Award for outstanding social contributions by a deaf person in the interests of deaf people.

The immediate past president of the GCAA, Orman was cited for his "continuous administrative skill and perception that are representative of highest quality leadership. Smoothly marshalling many diverse interests into a single driving force moving toward achievement of goals that were unprecedented challenges to the Association, Mr. Orman demonstrated rare capacity to surmount the unexpected and the difficult. Generating a sense of involvement and common purpose that reached alumni in all parts of the land, he established and guided to fruition an alumni action program that reflects great credit upon Gallaudet College as a training center."

McCAY VERNON, presented the Alice Cogswell Award for valuable service in behalf of deaf people.

Vernon, professor of psychology at Western Maryland College, "has consistently demonstrated a devotion to the total well-being of deaf people that reflects his abiding respect for the individual's capacities to neutralize misfortune, his love for humanity, his intolerance of hypocrisy, bigotry, intellectual inertia, indifference, and his deep-seated drive to expose and eradicate false postulates that stifle the proper growth of deaf people . . .

(The) Alice Cogswell Award recognizes that his role in the annals of service to the American deaf people is unique, a model for coming generations of professional workers for the deaf to emulate, a bright beacon for progress toward reality in what has been a wasteland permeated with low aspirations, stereotyped procedures, and



**COLLECTOR**—In her apartment, Marie has displayed her large collection of pictures and other interesting artifacts. Most of these she collected in her travels. Some of the beautiful pictures and sculptures she made herself.



CLERC AWARD WINNERS—Dr. Leonard M. Elstad, Dr. James N. Orman and Dr. McCay Vernon (left to right) were named recipients of the 1973 Laurent Clerc Cultural Fund Awards.

the philosophy of limitations in which human catastrophe flourishes."

DR. LEONARD M. ELSTAD, presented the Edward Miner Gallaudet Award for promoting the well-being of deaf people of the world.

The citation to Dr. Elstad, who served as president of Gallaudet College for 24 years, noted that "his work has been a living testimonial of single-minded concern for the improvement of educational facilities for deaf children and youth. Dr. Elstad came to Gallaudet in 1945 and found it a college which, in the course of 80 years, had grown to little more than 150 students with a faculty of some 80 people. He left it, less than 25 years later, a college of nearly 1000 students with a faculty of 260 people. More importantly, he found it an unaccredited school and left it a highly accredited liberal arts college with a faculty whose scholarly achievements compare fa-

vorably with the faculties of other colleges throughout the nation... Dr. Elstad's accomplishments have not been limited to Gallaudet College and its students, however... Even now he is giving of his time and energy, without remuneration, to developing ways by which deserving deaf students from countries around the world might be enabled to come to Gallaudet for a college education."

This year marks the third presentation of the Laurent Clerc Cultural Fund Awards for meritorious achievement on behalf of deaf people. The Fund is one of the three separate funds created by the Gallaudet College Alumni Association Centennial Fund which was presented to the college in June 1967. It is named in honor of Laurent Clerc, the young deaf Frenchman who left his homeland in 1816 to come with Dr. Thomas H. Gallaudet and become the first deaf teacher of the deaf in America.

## Rochester Station Has Live News For The Deaf

NEWS FOR THE DEAF is a live presentation of WXXI-TV, Rochester, N.Y. Broadcast weeknights at 6:30, it is produced in cooperation with the American Broadcasting Company and the ABC affiliate, WOKR-TV, in Rochester. The series premiered on March 20, 1972, made possible by a grant from the Teen League of Rochester through money they obtained with their annual Hike for Hope.

The program developed in the Media Services Department on the campus of the Rochester Institute of Technology. The attempt was to present a network news program for deaf audiences at the same time of evening the rest of the country sees the program. The method selected was manual interpretation, the use of sign language.

Since its original broadcast last year, NEWS FOR THE DEAF has seen considerable change. At first, the ABC EVENING NEWS was shown on a large monitor visible over the interpreter's

shoulder. To enable the viewer to see the news film more clearly, WXXI-TV began using a chroma-key effect to insert the interpreter over a full screen presentation of the ABC program.

While the network news offered the deaf audience more television news than they had ever enjoyed before, the demand for local news was great. In October 1972, UPI wire service was added to the WXXI-TV operation and local news was substituted for the final commentary. Response to the program indicated that the deaf audience was very interested in sports and a sports report was inserted during one of the commercial breaks. Similarly, weather was an important concern for planning activities or vacations and a weather forecast was inserted as a regular feature during another commercial break, including a ski forecast. Still another commercial position was utilized to inform the audience of special activities they would enjoy from special

## Riverside Deaf Senior Citizens Celebrate Club's First Anniversary

The Riverside Deaf Senior Citizens Club celebrated its first anniversary February 16, 1973. Present were 42 members and five guests. The guests were Mrs. Lillian Baker of Chicago, Mr. and Mrs. Lebert E. Jones, Indianapolis, and Mr. and Mrs. Stanley McDonald of Los Angeles.

In a year the membership has tripled. Along with growing pains the members have greatly enjoyed themselves. The meeting was a beautiful testimony of the members to Mrs. Alice Ellis, founder of the group. Early in the day Mrs. Helen Bayarsky pinned the "sweetheart" with a corsage of three lovely white carnations, with deep red rosebuds in the center of each, gift of the officers and committee members.

The committee of the day consisted of Helen Bayarsky, Edna Wood and Lucille Lindholm. After lunch Jessie Birck, president, gave a short sketch of Alice's life. Lucille Lindholm presented Alice with a certificate of appreciation from the members, made by Toivo Lindholm.

Helen then made a simple presentation of a gift of money from the group. Alice responded with thanks and asked remembrance that Mrs. Louise Finley helped over the past year.

Toivo Lindholm then presented a gavel to Evan Ellis as the first president. A beautiful anniversary cake donated by Helen Bayarsky, decorated by Louis Landin, club cook, was shared.

exhibits in the community to captioned films on FILM ODYSSEY.

During the summer months, special reports were made during the two-minute commercial position to consider vocational opportunities for the deaf. Beginning in November 1972 this slot was filled with a lesson in sign language to expand the vocabulary of many members of the audience who had difficulty following the news, because they did not know many of the signs being used. Presently, more features are being planned that will consider such topics as hunter safety and driver training.

In addition to viewer response, many of the ideas now being used on NEWS FOR THE DEAF have been suggested by an evaluation committee made up of members of several organizations within Monroe County, N.Y. These groups include National Technical Institute for the Deaf, Rochester Community Services Council of the Deaf, Inc., the Rochester Recreational Club for the Deaf and the Rochester School for the Deaf.

The success of NEWS FOR THE DEAF has led to program expansion—beginning on February 5, 1973, NEWS FOR THE DEAF is now carried on WSKG-TV in Binghamton, N.Y., adding another 5,000 deaf or hearing impaired persons to Rochester's audience of 8,000.

## National Census Of The Deaf Population Burns Verification Questionnaires

When the National Association of the Deaf requested that deaf people answer questions asked by the National Census of the Deaf Population (NCDP), a promise was made—all information would be kept strictly confidential. This commitment has been seriously regarded by all NCDP staff members. Each of them has sworn an oath not to reveal any information about any individual deaf person.

On March 21, 1973, a special "Burning Ceremony" was held at the Montgomery County incinerator in Rockville, Maryland. The purpose was to destroy the more than 200,000 verification questionnaires received during the spring of 1971. Under the watchful eyes of representatives of the Rehabilitation Services Administration, Social and Rehabilitation Service and the National Association of the Deaf, the Census staff consigned 107 boxes of ques-

tionnaires to the flames. This was all a part of the NCDP's guarantee of absolute confidentiality of all information received.

Present at the "Burning Ceremony" were Dr. Boyce Williams, from the Rehabilitation Services Administration of the Department of Health, Education and Welfare; Dr. L. Deno Reed, from the Social and Rehabilitation Service of HEW; Marcus T. Deik and Angela K. Thames from the Census and Alyce Stifter, Bill Tyson, Elliot Chasin, James Bowers and Bill Blanchard from the National Association of the Deaf.

The information from the more than 200,000 questionnaires was placed in numeric codes on computer tapes. The code is kept separate from the tapes and without the code the tapes cannot be read. Now that the original records have been

burned, each individual answer is a complete secret.

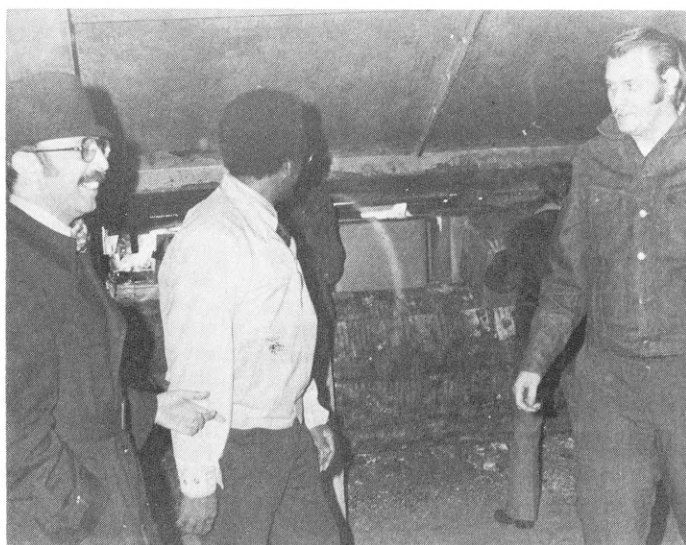
Very soon, detailed information about the deaf population will be released. Never before have we known so much about the deaf community as will soon be published. But what any one deaf person said, that is something known only to a computer—and the computer can't talk!

When you look at the pictures accompanying this story you will have the proof that the NAD has kept its promise: Your answers are ashes. What remains is a monumental study of deafness, in which everyone's right to privacy has been protected.

**Photo credits for the pictures on this page and on the following page: Marc-  
ce!lus A. Kleberg**



Left: Bill Blanchard, Bill Tyson and Mr. Delk unload questionnaires to be taken to the incinerator as Dr. Boyce R. Williams and Dr. Deno Reed look on. Right: Dr. Reed comments to Marcus Delk and Bill Tyson about the thorough job the incinerator is doing.



Left: Dr. Williams assumes an active role in the burning of the questionnaires. Right: Mr. Delk, Mrs. Stifter and Mrs. Thames watch as the questionnaires move to a fiery end.



## Letter to the Editor

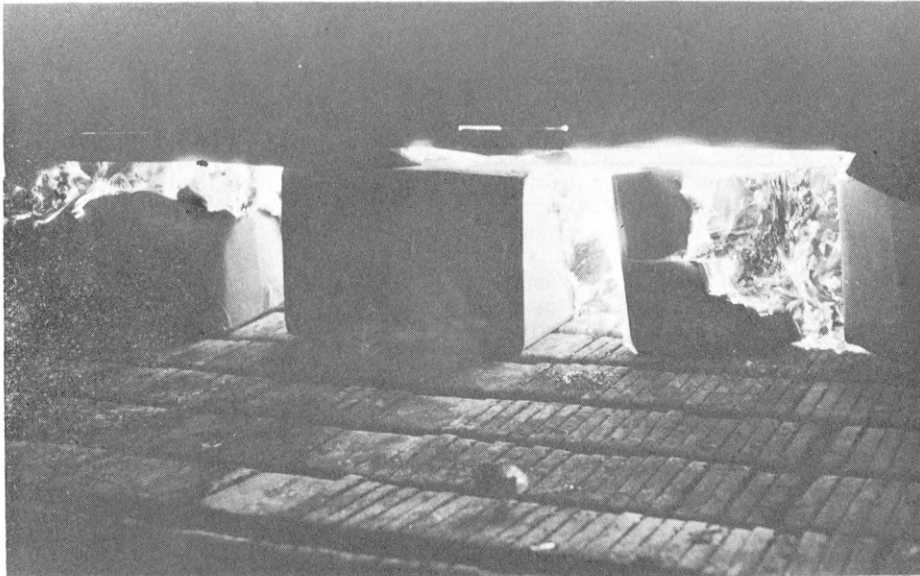
Dear Editor:

We are producing the news sign program on WTOP-TV Channel 9 weekday mornings around 7:40 a.m. We present approximately five minutes of news and weather in sign language for the hearing impaired.

We would like to expand our program to include important news and events related to the deaf community of the Greater Washington metropolitan area. In order to achieve this, we would like to receive any comments or suggestions you or your readers may have. Thank you for your assistance.

Cynthia Saltzman  
Lynn Bailes

8510 16th St., Apt. 502  
Silver Spring, Md. 20910



No one will ever read these Census questionnaires again.

## United States Champions In Deaf 'Stanley Cup' Hockey

By BARRY STRASSLER

The United States National Deaf Hockey Team beat Western Ontario Athletic Association of the Deaf, 4-2, to win the third annual Toronto ICDA Invitational Hockey Tournament on April 28, 1973, at Lambden Arena, Toronto. This championship honors in the six-team affair, known as the deaf "Stanley Cup" competition, completely atoned for the victors' two frustrating runnerup finishes in the two earlier 1973 tournaments.

In each of these two tournaments the Americans advanced to the finals only to be thwarted by Montreal. The score was 2-1 at Lake Placid on January 27, 1973, and 5-2 at Montreal on April 14, 1973. This time the Americans prevailed though the luck of the draw put them against Montreal in the opening game bracket. The game was evenly matched, and the score was 2-2, at the end of the regulation three periods. The 10-minute sudden death overtime produced nary a score, but the Americans were declared the winners by edging Montreal on most shots attempted at goal, 2-1, during this fray. Terry Stewart and Charles Clendening were the ones that attempted those all-important shooting tries during this period of air-tight checking maneuvers by both sides.

It was Montreal's first defeat ever by a deaf hockey team, and the losers stormed out of the arena in a huff and drove back home refusing to play in two remaining consolation games.

This was the only unpleasant incident marring the tournament, while the coveted traveling trophy won by the Americans capped a genuine rags-to-riches saga. The Americans were a last-minute entry in the 1972 Toronto ICDA Tournament, and the squad consisted of seven Detroit deaf players recruited by defenseman Mike Hagerty, plus five Canadian fill-ins. The team, lacking cohesion due to insufficient experience and practice time, was

thrashed about 9-3, 9-0 and 9-2 in that tournament. From this original squad, only two players remain as members of the 1973 championship squad—Hagerty and Stewart. An aggressive recruiting drive corralled players from different parts of the United States to fortify the roster for the 1973 tournament circuit.

After disposing of 1972 champs Montreal on goals by Deane Sigler and Len Williams during the contest along with the overtime shooting attempts, the Americans then faced Toronto. For the third time this season Toronto wound up on the short side of the score, 5-2. Williams scored a pair and Sigler added another to boost the Americans 3-0 before Toronto rallied with two goals. However goals by Jim Oldham and Stewart put the game out of reach in late third period. In the finals the Americans faced WOAAD, the current three consecutive Ontario province deaf hockey champs and the roughest team in deaf hockey. WOAAD proved to be a bit stubborn, but Glendening and John Tautkus opened the scoring while Oldham's pair iced the game and the championship.

So fired up the Americans were prior to the tournament that they faced a hearing suburban Toronto team in a game length scrimmage. The Americans were short-handed with only one substitute on the bench and the opponents were two or three deep in depth in all positions. Yet the Americans rolled by them, 11-5.

The United States roster as of May 1, 1973:

Lex Tiahnybik, goalie, Lincolnwood, Ill.  
Mike Ubowski, goalie, Chicago, Ill.  
Bill Thomas, goalie, Media, Pa.  
Len Williams, wing, Lake Placid, N.Y.  
Terry Stewart, wing, Windsor, Ontario  
Tom Nedved, wing, Willow Springs, Ill.  
Mike Kartheiser, wing, Cicero, Ill.  
John Gauthier, wing, Charlestown, Mass.  
John Tautkus, center, Brockton, Mass.

Charles Clendening, center, Youngstown, N.Y.

Deane Sigler, defense, Ann Arbor, Mich.  
Jimmy Oldham, defense, Toledo, Ohio  
Rick Colosimone, defense, Landover, Md.

Mike Hagerty, defense, Melvindale, Mich.

### Newman Named Kappa Gamma Fraternity 'Alumnus Of The Year'

Lawrence R. Newman, a teacher of mathematics at the California School for the Deaf, Riverside, was recently named "Alumnus of the Year" by the brothers of Kappa Gamma Fraternity at Gallaudet College. Each year the fraternity makes this award to a Gallaudet College alumnus who has made an outstanding contribution to society in his career. The fraternity maintains a permanent plaque on which names of the recipients of this award are engraved.

Newman, a graduate of the New York School for the Deaf, White Plains, received his B.A. from Gallaudet in 1948 and went on to earn an M.A. in English from the Catholic University of America. He taught at the New York School for the Deaf in Rome before joining the Riverside faculty in 1953. He was selected by the fraternity "not only because he is such a fine teacher, but because he has served the deaf community in many different ways." He is on the Board of Directors of the Model Secondary School for the Deaf and a columnist for THE DEAF AMERICAN. He was selected as California's Teacher of the Year in 1969 and that same year the graduating class at Riverside dedicated their yearbook to him with these words: "He is a fine example of what a deaf individual can achieve personally and professionally. He is a courageous fighter, an inspired teacher, an expert advisor and a sympathetic friend who has taught his many students the meaning of 'Never say die.'"

MOTHER, MOMMY

The two "A" hands are held with the right thumb touching the chin. The hands move to the left and open into "5" hands. The right hand only

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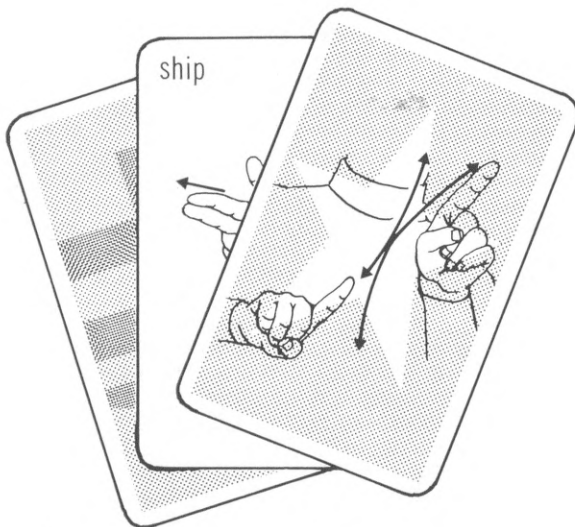


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# Dr. Boyce R. Williams—Foremost In Rehabilitation Of The Deaf

Dr. Boyce R. Williams, Director of the Office of Deafness and Communicative Disorders, Rehabilitation Service Administration, United States Department of Health, Education and Welfare, is perhaps the best-known figure in the field of rehabilitation of deaf persons.

Born and reared in Racine, Wisconsin—where he accumulated one of the most outstanding athletic records in his school's history—Boyce lost his hearing due to spinal meningitis in 1928. After four months at the Wisconsin School for the

Deaf, he entered Gallaudet College in the fall of 1929. Three years later he was awarded his B.A. in mathematics.

From that day on, the field has never been the same.

His awards and honors are almost too numerous to mention here. The most significant of these are: honorary L.L.D. from Gallaudet in 1958; the first Daniel T. Cloud Award for Leadership; and the first National Association of the Deaf Distinguished Service Award. Four hundred admirers gathered in Washington,

D.C., on September 26, 1970, for a testimonial dinner honoring Dr. Williams for 25 years of service in HEW.

John Lopez, a vocational rehabilitation counselor from Washington, D.C., now in the Leadership Training Program at California State University, Northridge, joined me for the interview at Dr. Williams' room at the Deauville Hotel in Miami Beach last summer.

After reminiscing for a few moments, we turned our thoughts to the future of services for deaf people.



**BOWE:** I understand you were quite a football player back in Racine (Wisconsin) High School.

**WILLIAMS:** I played football in high school and college both. In fact, I played 12 years of football. I started when I was nine and stopped when I was twenty-one. In high school before I was sick, I was captain of the football team. But the illness came right in August when I was conditioning myself for the football season. This was in Northern Wisconsin on my uncle's farm.

**BOWE:** How did the illness start?

**WILLIAMS:** I had injured my back about six weeks previously and that may have had something to do with it. But it is hard to know. I did have a crack in my skull from an injury the year before. That probably saved my life when the spinal meningitis attacked. It left an opening where the infection could get out. The way I understand it, the meningitis infection is vicious and rapid and builds up a lot of pressure. But the opening let that come through—it let the infection come out. I had a big bump on my head. But that is only speculation.

**BOWE:** How did this accident happen?

**WILLIAMS:** That was when we were playing football in the baseball season. When the coach didn't show up, we—were the high school baseball team, but when the coach didn't show up, we chose sides and decided to play football with a baseball. One of the fellows caught a pass so I tackled him and flipped him up in the air. But I lost my balance and he came down with a hip bone on my head.

**BOWE:** What happened following your illness?

**WILLIAMS:** I went back to school in February of 1928 and was graduated in June. I worked that summer in Sturgeon Bay to get money to go west with my aunt. That fall I was in Portland, Oregon, from September to December. Then I returned to Racine and for about a month I was without any sense of direction. Most of all—my friends were all in college or working. Then my father inquired about further education. He asked his cousins who taught at the school for the deaf in Delavan, Wisconsin. I had passed that school many times when we went to play ball. I was under the impression that it was an asylum for the mentally ill. It looked about the same. It is much improved today. But I would not have gone to the school under any conditions. In February, a field worker came along to see me—my father had arranged it. She wanted me to go to the school in Delavan and I said: "Not a chance." Then she told me that they had a fine basketball team. And oh, that was different! She said that the team was going to take a trip to be in a tournament in Columbus, Ohio—the Central States Basketball Tournament. And that was what really hooked me and nothing else.

**BOWE:** So you went to the Wisconsin School for the Deaf for four months with the idea of preparing for the Gallaudet entrance exams?

**WILLIAMS:** Yes.



**BOWE:** Before we go on, could you tell me about some of the problems you faced being in a hearing family?

**WILLIAMS:** Many things passed me by and I was less involved because of the communication. Our life in the home has been oral. So is our life now. All of the boys can communicate, but none of the children is expert. The oldest boy is now the best, but his wife put him to work at it. He took training in California in the same class with Nanette Fabray. That's how we met Nanette. About Nanette: she is a very sincere, dedicated, honest, courageous, fearless person. She has a better concept of the central problems relating to the adjustment to deafness than a great many people who have worked with the deaf for many years—and she doesn't hesitate to say so. She is not concerned with making friends. She wants people to know what the laws are and how they should be helpful and stop creating problems.

**BOWE:** Any other people you'd like to comment on at this point?

**WILLIAMS:** Perhaps McCay Vernon and Jerry Schein have the finest understanding that the way to eradicate paternalism is by involving the conglomerate 100%. They involve deaf people every step of the way in any activity they undertake relating to deafness and deaf people. And this is not true of many people who are getting on the bandwagon more recently. In fact, I read a report last night, very interesting example—a nine or ten-page report of a meeting involving a very high level of people from all educational and public services—but no deaf person was involved. I am writing a letter today to inform them that this is in error. They should not do this. They should involve a deaf person.

**BOWE:** You mentioned public services. What areas of public services are now opening to deaf people?



On February 14, 1973, Dr. Boyce R. Williams (right) received The President's Committee citation at the Maryland Governor's Committee Award Luncheon.

**WILLIAMS:** I don't know any limit really. We have now started training deaf people in law. We expect that to be done under certain conditions and goals. They will not be courtroom lawyers, of course, but there are many aspects of law in which a deaf person can function very effectively if he is dedicated. There is a move now to involve highly selected deaf students in medical school; in fact at least two medical schools have indicated readiness to become involved and that is no doubt a major victory. In government there is no limit to what a deaf person can do. In fact, I read a sarcastic observation among deaf people that the less that a professional or administrative person knows about deafness the more chance a deaf person has to get employment there. In other words, it is the teachers of the deaf who are the most limiting. They get a poor concept of the capacity of a deaf person as a human being. They focus so much on how he produces speech or language rather than regarding him as a total person.

**BOWE:** Is the work of Kay Meadow and Hilde Schlesinger in California giving promise of a more holistic approach?

**WILLIAMS:** Yes. Their work with deaf children will probably be one of the principal means by which we will emancipate American deaf people from rigid oralism. That is what is happening now—in the Maryland School, in California—I thought we would have it in Montgomery County. If the county had not agreed to offer a class in total communication, Fred Schreiber and I had arranged to file a lawsuit concerning equal protection under the law—denying equal protection of the law by having one method only. I just received a letter today in which a day school in California says that it is offering total communication and the parents are lapping it up. The problem with most programs using total communication is that it is remedial—in that case they didn't get to the child when the child was ready to get started—as babies. Oralism is based on the concept that if you use signs the child won't learn speech because signs are too easy. It has never been proved. It is not true. After all, the deaf children of deaf parents have signed since the birth of their children and the children develop speech just as good if not better than deaf children of hearing parents who have been through all the oral part. It is not correct. Signs do not damage language. They help and they bring in at an earlier age an awareness of symbols and a basis for conceptualization.

**BOWE:** O.K. Now let's get into the thrust of this interview—let's talk about the future of deaf people, the future of the services we will be receiving. From your position, you have a unique opportunity to take view of everything now happening and to project what you see for the future. What's in the wind for VR?

**WILLIAMS:** The thrust of vocational rehabilitation will be much more pervasive and penetrating in the future than it has ever been. For various reasons the vocational rehabilitation of deaf people has never been more than superficial at best. One of the reasons and a very important reason is that too few VR people really understand the man between the ears. They are overwhelmed by the common problems. They can't see the brain behind it. Most people who are deaf have normal strength, normal mobility, normal intelligence, which are very important aspects for job placement. So the case work may be very quick and superficial with those deaf clients. Placements may come relatively easily but because the real capabilities of those deaf people are not understood, placement often falls far short of these people's capabilities. On the other hand we have the college level deaf student who may be only a name to the VR counselor who pays the bill for five years. Another important reason for the limited VR effectiveness with deaf clients is that our community resources are not able to serve deaf people. We only have a very few that can do this. On top of all this, the deaf client is faced with the ever-pressing problem of program economy—"Do it as cheaply as you can."

**BOWE:** In what direction do you expect us to move from here?

**WILLIAMS:** Assuming that there is an Act—the H.R. Bill,

8395, we will have the kinds of resources that we need for better case work with handicapped people. The legislation calls for the **establishment and operation** of comprehensive centers. Those are two very important words. This legislation will give state workers the kind of funds needed to run these programs. Case services funding will be more flexible. At the present time, the state rehabilitation counselor cannot afford long-term and in-depth services for his clients. The Centers will be Federally-funded in a way like that of the present higher education institutions such as National Technical Institute for the Deaf and Gallaudet. The state will probably only have to pay such expenses as transportation to the Centers. No big spending.

**BOWE:** You're talking now about severely disabled persons who require long-term rehabilitation?

**WILLIAMS:** We need to clarify our language here. Disabled and handicapped—these words have different meanings. Disability is a condition—we are deaf, we have one disability—you, John, me. You and I have a limited visual disability—John does not. Right, John? But we have solved the handicap—the hearing, the poor balance, the behavioral problem related to our disability. Handicap is a functional manifestation of a disability. If you use the words interchangeably it is confusing. We all have handicaps, but there are deaf people with real multiple disabilities—multiply disabled.

It is possible that clients will have only deafness as a disability yet have very severe handicaps that come from the disability of deafness. The reason why two people with the same disability are so different is that they have had different experiences with deafness. The reason is related to the concept of handicap. Emotional problems are I think functional. Some may have brain damage and be multiply disabled and multiply handicapped. We must keep as clear as possible on that—a disability cannot be changed. Hearing can be improved partially but the loss is still there. The handicap can be reduced through training. Your disability cannot be changed but you can learn to live with it, your problems can be reduced. But we have never had the places or the right staff in places to provide the intensive training that severely handicapped deaf people need, that the multiply handicapped deaf people need. We do know that these people can be trained—Edna Adler's research showed that, so did other studies. We expect that the basic philosophy of these new Centers will be: no rejects, no failures. That is a grand statement—there is more to it than appears on the surface. The clients will move to independent living or to sheltered work. They will have had a full chance—no one will be fired because of fights, drinking or bad behavior.

**BOWE:** I was wondering about that. I hope these Centers may eventually be able to help people like one girl I have been teaching. She is totally deaf, has vision problems, is on very heavy medication to forestall seizures which seem to cause her to regress mentally, is severely withdrawn and given to violent explosions of anger. I could never hope to get her into a regular rehabilitation facility, but with the right kind of treatment in a place like St. Elizabeths Hospital she might learn enough to be able to take care of her own basic needs, then we might be able to transfer her to one of the Centers.

**WILLIAMS:** Mental health facilities will certainly help clients with severe disabilities. The Centers will be set up to provide 24-hour services to meet all the needs of the clients. None of us is foolish enough to think that we can answer all the problems of all deaf people. Probably three percent of deaf people never have a chance. Ralph White will tell you about 300 Chicanos who live in the Rio Valley where there is virtually nothing for them. Dave Myers can tell you there is a long list of blacks waiting for enrollment in schools. These and the many school dropouts are the big targets for the Centers. The kind of person you mentioned is not common. Perhaps the best place for her is one where the emphasis is on mental health.

Another aspect of the testimony before the Senate committee on H.R. 8395 revealed that there is widespread mis-

understanding about the circumstances of deaf people, especially the bottom third. Some people do not seem to understand that education and vocational rehabilitation are different areas of activity. Second, these people are oblivious to the widespread and persistent problems of the thousands of dropouts and thousands who grow to adulthood without any opportunity for formal training. These people I am talking about—the people who testified before the Senate committee—have done unforgivable damage to the rights of undertrained, underserved deaf people who live all over the country. They have disqualified themselves as spokesmen for the welfare of deaf people of all kinds, including the members of the Oral Deaf Adults Section.

**BOWE:** I think I know who you mean. I read that testimony and frankly, I was appalled. Let's get back to the deaf people you are talking about—how are we going to find the people who have never been served? What kind of casefinding techniques will be effective?

**WILLIAMS:** Many of them are on VR rolls right now. Many will be discovered through welfare. Large numbers will be reported by the state and local churches. The important thing is the language of the bill. It calls for authorization, public information.

**LOPEZ:** Don't you think that the present VR programs keep deaf people away from VR—the procedures are so full of red tape?

**WILLIAMS:** You mean the case service procedures?

**LOPEZ:** Yes.

**WILLIAMS:** Many people do resent them, but we can't change that. The law. Deaf people must understand that time is not an emergency. Vocational rehabilitation is a long-term thing. If you're looking for a job, go to the state employment agency. The answer to your question is yes, but we have to go along with the way it is. Deaf people will understand this. I agree that it is not easy to make them understand.

**LOPEZ:** What about the procedures themselves?

**WILLIAMS:** The deaf people often seem to resent these—but they are not alone in their resentment. They dislike the delays, the medical examinations; they may resent other diagnostic procedures. That is why it is very important for a counselor like you, John, to be an expert signer. I think it is better now than it was before. It may be due partially to a deaf person's low aspirations. He may not be aiming high enough. We have to do a better job of motivating deaf people to set high goals.

**BOWE:** What about the future of services to minority group deaf people.

**WILLIAMS:** Perhaps—right now we are not sure, we don't have a frame of reference—we might have Centers spread across the country—one in the East, one in the Midwest, one in the West. There are about 20,000 VR people spread all over. The Centers will bring things together. Our own people will be available. We will have professional training, in-service and institutional training and research. If the language of HR 8395 goes through, this will exist.

We have not yet set up a policy for recruiting minorities into professional work. We are more concerned about getting enough qualified people. The big issue is not professional minority group members—but professionals who are competent in work with the deaf. The states are still poorly staffed for work with the deaf, generally speaking. I would say that we have—if and when the Centers are established—we will have to drive hard for qualified manpower. We estimate a ratio of 3 to 1—three clients to one professional in the Center. Each Center will probably have 500 clients. That means 133 professionals for each Center. Where will we find them? I'm hoping that the language "establish and operate" means that they will be Federal employees or the equivalent. That means they will be paid on an equivalent scale. Then we can recruit.

**BOWE:** What about mental health care? Do you envision this as a part of the Center work?

**WILLIAMS:** Perhaps. We may need to get a legislative base for adequate mental health for deaf people. We have seen success through the years since 1957—that's 15 years, through extensive Federal seed money in the form of research and demonstration grants. But that is soft money and we need hard money. Mental health service for deaf people is expensive. We, the state VR's or other agencies cannot fund it. The number of deaf people in any given state is too low for the state to fund it. We need to have a Federal enabling act to support regional mental health centers for hospitalized deaf people the same way we have for deaf people who are in institutions for the mentally retarded. The basis for this is that appropriated services are too costly for an average-size state to absorb. Perhaps large, highly populated states can establish continuing, suitable programs for their mentally ill and their mentally retarded deaf people. Regardless of these institutional programs, every metropolitan area must have a meaningful outpatient service in mental health for deaf people. By meaningful we mean therapeutic counseling and related services provided by professionals able to communicate manually.

**LOPEZ:** Do you think that having to ask for VR services is an insult to the egos of deaf people?

**WILLIAMS:** This has its roots in the attitudes of deaf leaders throughout history. It is very protective. The attitude was that deaf people can get along by themselves. They do not need charity. This thinking is self-defeating. It deprives—it denies the evidence of need. It is a manifestation of poor thinking and poor leadership because it does not recognize that hearing people have myriad public and private services available at the crook of their fingers. What do deaf people have—only VR available to them in a meaningful way. VR opens the door to equal opportunity.

**BOWE:** That leads to another topic—we have recently been concentrating quite hard on developing deaf leadership especially with workshops such as those in Croton-on-Hudson, New York and at Gallaudet. How do you see deaf leadership developing in the future?

**WILLIAMS:** That question is a complex one. One of the most rewarding parts of my career work has been the rapid materialization of effective deaf leadership. We have that on all fronts. In hindsight, it is obvious that the capability has always been there. What has happened is that our community development work has created opportunities that were not here before. It is very safe to say that deaf people on the national level are functioning in a very superior way and that growing national capability to improve public and private services for all deaf people is due directly to that deaf leadership. We have watched the unfolding patterns of training of local leaders and are sure that the move is in the right direction. We can't reasonably expect as high a ratio of success with local trainees because of the much larger margin for error in selection of trainees. However, our batting average has been and will be very good if we enjoy the same high quality of input for that local leadership as we have had in the initial ventures.

I continue to hope for important upgrading in our national leadership capability, good though it is. First of all, all of us in the so-called top spots need leadership training. It is something that benefits everybody. Even corporation executives need it.

**BOWE:** Perhaps you should say, especially corporation executives.

**WILLIAMS:** The other side of the coin for upgrading national leadership is more people to share responsibility. Too few people today are carrying too great a responsibility and it will get worse if we don't face up to the problem.

**BOWE:** I suppose the beginning would be with school-age youths, especially through the Junior NAD.

**WILLIAMS:** "The child is father of the man." We can curb, we can channel the energies of competitiveness into habits of collaborativeness. We need to instill in each child regard-

less of mental capacity and so forth, the ability to be honest with himself, to self-evaluate. That is the basis for effective leadership. This can be learned in school. "Every person has a right to his place in the sun." "Leadership is for everyone in some area of life."

**BOWE:** Will this be done? In other words, what is the future of education for deaf children?

**WILLIAMS:** Education of deaf children is moving upward to a reality through the fine leadership of McCay Vernon, David Denton, Roy Holcomb and others who have dared to come to grips with deplorable results of traditional practices. The facts have been brought to light, examined and treated, with the result that common sense is ascendant. The deaf child of tomorrow will—in all tax-supported schools—be taught through stable, fully visible cues. He will learn language first as the basis for speech. He will be much less an emotionally involved person because he will be communicating and communicated to with minimal frustrations because the medium will be total communication.

**BOWE:** Do you foresee much application of the "buddy system" of a deaf child integrating into a public school, but with a hearing buddy who signs for him? I'm thinking of Roy Holcomb's application of this idea.

**WILLIAMS:** I don't think we will see much growth in that buddy system. Roy made a good use of it. It is possible in small communities, but I can't see it happening on a broad scale in places like New York City.

**BOWE:** Which is where I am now—so thanks. Anyway, we are running out of time. Let me ask just one more question: Why are you so damned lousy in poker and golf?

**WILLIAMS:** My competence in both activities has been grossly misrepresented. I have not played with a person in either field in the past 30 years that I could not soundly trounce at my pleasure.

Let me add that one of the most exciting parts of my work has been to see growth in programs because people are there who can generate that growth. Deaf and hearing people both. Our disappointments have been very few, very rare. We are optimistic about the future because of the growing number of deaf—of young deaf—people who show mature judgment about their needs as individuals, judgment which enables them to cope with the leadership problems of tomorrow.

**BOWE:** Wish I could say the same about your judgment in poker and golf. Thank you, Dr. Williams.

● **In Love**—Boyce was a gaze and sigh type when it came to courting, at least in public. He would gaze soulfully into his chosen one's eyes for a longish period, heave a sigh, then start the routine over again with another long gaze. They would not exchange more than a dozen words in the course of a basketball game. This technique (?) may have arisen from inadequacies in the sign language; he had not acquired mastery during his short stay in the Wisconsin School.—ABC

● **At Gallaudet**—Boyce could be exasperatingly deliberate when he so chose. An example of this was this incident with Dr. Doctor and Alan Crammatte. The academic year was over and Boyce was due to entrain for home that afternoon at 3:15. At about 2:15 he decided he would have to go over to Fowler and say farewell to his then lady love. We were a bit concerned—ABC is telling the story—knowing his predilection for arriving at the last possible moment. At 2:30 we decided we'd better go over and see how the farewell was progressing. We found Boyce and his girl friend leaning against the wall in the main hallway, engaged in some sort of conversation. After tactfully letting him know we were in the area, we went out to sit on the bench and wait. By 2:45 we decided to remind Boyce that his train was leaving soon and to call the taxicab. The cab arrived in about five minutes—that was during the depression and cabbies were real hungry—so we loaded the suitcase, talked a bit to the driver, fretted around and reminded Boyce again several times only to be dismissed with a casual wave of the hand (the girl must have been tremendously flattered). Finally, we literally dragged him to the cab and left, with minimal time to get to the Union Station. On the way we asked: "Do you have your ticket?" He did not. When we arrived, I paid off the cabbie, Doc dashed to the ticket window and Boyce strolled with agonizing nonchalance to his train platform. Doc and I fluttered around him like mother hens. As he approached the door to his car, the train started moving. Did Boyce step up his pace? He did not. He did, however, catch his train, pulling up just as it began to put on speed. We collapsed—in laughter.—ABC

● **On the Golf Course**—Once I teed off the first hole (Ladner is telling the story) and took a mighty swing. But I hit the ground behind the ball and missed it completely. Once again a mighty swing with the same result. There stood the ball but apparently covered with dirt. So I picked it up to clean it. Behold, it was covered with ants. Boyce remarked: "Ants are really intelligent creatures. They know the safest place is on the ball."—Emil Ladner

● **On the Convention Tour**—Boyce and American Airlines have not been on speaking terms for about 15 years now. It seems that on a trip to Mexico City for some kind of conference, Boyce went American. On the return trip he lost his prized overcoat. All complaints went to naught. Since then Boyce has refused to fly American, and his friends kid him about refusing to approve of any city for a meeting or to attend it if American is the only way to get there.—Jess Smith

● **At Play**—Boyce has two main interests—poker and golf, and he is as bad at one as he is at the other. In addition, he is a Green Bay Packer fan and for years we have had to listen to the exploits of Vince Lombardi and the Wisconsin Cheeses. It was a great blow to Boyce when Lombardi moved to D.C. and the Packers fell apart at the seams.—Fred Schreiber

## KRON-TV Programs For The Deaf Win Many Prestigious Awards

San Francisco's KRON-TV, well-known for its daily newscast for the deaf, has recently been the recipient of several prestigious awards for programming designed for the hearing-impaired community.

"Newsign 4," the daily newscast for the San Francisco Bay Area viewers with hearing disabilities, was one of but ten finalists in the National Academy of Television Arts and Sciences competition for the Community Service Award. As such, the program earned a National Academy Honor Award, which was presented to A. H. Constant, president of the Chronicle Broadcasting Co., by Dean Burch, chair-

man of the Federal Communications Commission, in Washington, D. C., during the National Association of Broadcasters' annual convention.

This same KRON-TV newscast won the coveted "Emmy" given by the San Francisco Chapter, Academy of Television Arts and Sciences. In addition, KRON-TV was presented the Television Academy Governor's Award for "developing and presenting the 'Newsign 4' newscasts."

A second "Emmy" was awarded to KRON-TV for the 1972 documentary, "My Eyes Are My Ears." This special program was designed to make the viewing public more aware of the muffled world of the deaf.

"My Eyes Are My Ears" also was the winner of a coveted Broadcast Media Award from the Broadcast Communication Arts Department, California State University at San Francisco, during the 23rd Annual Broadcast Industry Conference.

Most recently, KRON-TV was highly honored by the Association of Catholic Newsmen at that organization's annual dinner. The Most Rev. Joseph T. McGucken, Archbishop of San Francisco, presented the Bay Area Channel 4 outlet the highly-regarded McQuade Award for "distinguished programming in the field of social justice" in recognition of the Assignment Four documentary, "My Eyes Are My Ears." Jane Wilk, deaf on-the-air news reporter seen daily on "Newsign 4," and A. H. Constant were pleased to accept on behalf of KRON-TV.

## From A Parent's Point Of View

Mary Jane Rhodes, Conductor

During the past six months, I have had an opportunity to travel across America and meet parents of deaf children, professionals working with the deaf and deaf adults. What a rewarding experience! I wish you could have been with me to observe for yourself, the strength that is making itself visible in every state. Because I have been able to touch shoulders with dedicated and willing members of this new deaf community, I would like to share the news that an epidemic of cooperation is crossing the country.

Many of us have traveled lonely roads in our efforts to make deafness an inconvenience rather than a handicap. Although it was easy to see the job couldn't be done alone, still we often failed to recognize that a spirit of cooperation would bring us the companionship and help needed to complete our task. Looking back now, we can only wonder what kept us apart in the past. Was our load so heavy that it bent our back until we could only see a narrow view of the road we were traveling . . . not recognizing fellow travelers with a burden of deafness traveling to the right and left of us?

Those who have been on the deaf scene for a while know that before the advent of total communication the burden carried by deaf people was intolerable. Since deafness is a handicap of communication, the lack of support and encouragement for manual communication made it most difficult for deaf persons to ask and expect help from the hearing community. Parents could not communicate with their deaf children to learn about problems faced by deaf boys and girls in schools across the nation. Without the support of parents and deaf adults, professionals could do little to right the wrongs that were making deafness the most severe of all handicaps. But now, thank God, the road of cooperation is open to all.

It is good that the spirit of cooperation is among us because the deaf movement (yes, there has been a deaf movement similar to the Black movement), is in process of change. Federal support for organizations serving the deaf is being drastically curtailed. No longer can we look to the Federal government to solve the problems of deafness in our nation. Right or wrong, we must acknowledge and accept the idea that we can no longer sit on Uncle Sam's lap hoping that he will come to the aid of the deaf community. This does not mean there will be no Federal money to serve the needs of deaf people, but it does indicate we can no longer wait on the sidelines for "others" to initiate programs and find financial support to keep them going. The focus in Washington, D.C., now is on revenue sharing. Revenue sharing means a large portion of the Federal money which was available in the past will not be available in the future. Those of

us who have worked hard to focus national awareness upon the problems of deafness must now dedicate ourselves to making deafness a number one concern of our own states . . . and we must begin now!

One excellent way to see that service to deaf people is emphasized in our own state would be through a state DEAF AWARENESS WEEK. Colorado was the first state to establish Deaf Awareness Week, which was celebrated November 12-18, 1972. On May 2, 1973, Governor Robert D. Ray issued a proclamation declaring May 6-12 to be Deaf Awareness Week in Iowa, and the Governor of Ohio has proclaimed June 3-9, 1973, as Ohio Deaf Development Week. Let us hope that before this year is out every state in the nation will have designated Deaf Awareness Week. But, it won't happen unless you accept the responsibility of preparing a proclamation and then urge your own governor to designate such a week to promote state understanding of deafness.

I like to think that change is really an opportunity for growth. Even though we may be more than a little frightened at shifting responsibility for services to deaf people back to the state . . . still it is possible that in the future we will recognize this "forced change" to be the turning point in our battle to make the voice of deaf consumers and parents consumers heard across the land. From my own experience in Indiana, I think it is safe to say that most state officials will be receptive to suggestions from the combined voice of parents, professionals and deaf adults. I also believe that our failure to present a united voice in requesting programs for the deaf in the past has resulted in poor services for deaf citizens in every state. Perhaps you might want to suggest a state commission for the deaf. Many states have established, or are planning to establish such commissions. Among the states with commissions are Virginia, Connecticut, Oklahoma and Texas. Why not start plans for a state commission in your state . . . all it takes is cooperation, dedication and perseverance . . . and I know these qualities exist in abundance among parents, professionals and deaf adults in every section of our country.

My participation in the regional Operation Tripod meetings has made it possible for me to mingle with members of the new deaf community across the nation. I have found professionals eager to express their dream of a better educational and vocational future for deaf citizens. Deaf adults who never quite trusted hearing people are reaching out to parents and professionals, who also long for more and better opportunities for deaf Americans. Parents who just two or three years ago could not communicate with their own

deaf child are opening their hearts and their lives to deaf men and women through the use of manual communication. Great changes are taking place in our nation through the medium of television as more and more stations begin providing interpreted news programs. Sign language classes are growing across the nation faster than they can be counted (last estimate of students I heard was more than 5000). Commissions for the deaf, state awareness weeks and Operation Tripod are bringing us together in ways never dreamed possible three or four years ago.

It is true that change can be difficult, but, I am reminded of some words by Irving in "Tales of a Traveler" . . . "There is a certain relief in change . . . as I have found in traveling in a stage coach, it is often a comfort to shift one's position and be bruised in a new place." I am sure that as we tackle the job of making our state aware of the needs and abilities of its deaf citizens, we will, no doubt, be "bruised in a new place" . . . but what's a bruise compared to the opportunities that face us in making our states aware of and responsive to the needs of deaf Americans? All winners have scars and bruises to show the difficulties they have overcome to win the battle. The lack of Federal financial support should not be, indeed it cannot be allowed to become a road block as we join hands in a new spirit of cooperation.

I moved from Indiana to Washington, D.C., three years ago . . . and I have lost two jobs because of a shortage of Federal financial support. As I write this, even though I am out of a job, I feel sure a new and better future lies ahead for all of us who are working to minimize the effects of deafness. I believe we will find new and better answers to deafness that have been undiscovered in the past. I am confident that the need to focus state attention on deafness will provide a golden opportunity to promote understanding of deafness at the state and local level. I glow with the remembrance of all the hundreds of "beautiful people" I have met at the regional Tripod meetings. If you have felt alone and unable to solve the problems of deaf people in your state, lift up your head and look around. Somewhere, not too far from you, are TRIPODERS who are eager to tackle the problems of deafness in your state—indeed in many states they have already begun their attack. If you can't find them, write to me. I have the names and addresses of TRIPODERS in every state in the nation. They are looking for you because they know everyone has a contribution to make and the team won't be complete without you.

I would like to close this column with a quotation which I believe we should all keep in mind in the months to come:

**"There was a Wise Man in the East whose constant prayer was that he might see today with the eyes of tomorrow."**—  
Alfred Mercier

\* \* \*

Please give me your help: Because Op-

eration Tripod has motivated people across the nation to "make things happen" I need your cooperation in letting me know what is happening in your city and state. Deaf Awareness Week, state commissions and even Operation Tripod were all only ideas at the beginning—but ideas that were shared with other states. If something new and exciting is taking place PLEASE LET ME KNOW SO I CAN SHARE THE GOOD NEWS. If something bad is happening let me know so I can search for answers among the deaf community in other cities and states. I have begun a newsletter called THE STANDARD BEARER. This newsletter will endeavor to exchange information from the grassroots areas as well as state and national happenings. We don't want you to feel alone—SO PLEASE SEND ME YOUR NEWS SO WE CAN SHARE IT.

## Foreign News

By YERKER ANDERSSON

**Comment:** With great interest I read the correspondence between Ms. Sultan and the Israeli government officials (see the April 1973 issue of THE DEAF AMERICAN, p. 29). As the Foreign Editor, I have several criteria by which news items are selected from foreign periodicals for the deaf. Among these criteria is the one that news items can—hopefully—get our readers to write letters to appropriate persons, periodicals or associations after their reading. Ms. Sultan's action is just what I would like to see a result of this effort. However, I felt that in this case the readers should write to the association of the deaf instead of to government officials since most of the associations of the deaf in the world would appreciate such morale-boosting action. Nevertheless, I wholeheartedly agree with Ms. Sultan on her suggestion that "whenever an item or fact appears about the deaf that is detrimental, take to the pen and express your thoughts." I will be most happy to give the address of the association of the deaf or periodical for the deaf to any reader who wishes to write a letter.

**Israel**—The deaf were considered to have an inferior status in the Jewish tradition and could not be used as witnesses in court. Now they are permitted to appear as witnesses in court and are considered capable of being responsible for their actions.

**Australia**—The tentative program for the Australian Deaf Games, Brisbane, December 27, 1973-January 7, 1974:

- Dec. 27—Official opening ceremony
- Dec. 28-29—Cricket, tennis, lawn bowls, table tennis, indoor games (basketball and net ball)
- Dec. 30—Bus trip and golf tournament
- Dec. 31—Cricket, tennis, lawn bowls and New Year's ball with a Miss Deaf of Australia contest
- Jan. 1—Picnic
- Jan. 2—Cricket, tennis, etc., and golf tournament
- Jan. 5—Swimming



**FORT BELVOIR AWARD WINNERS**—The first three deaf employees ever assigned to the U. S. Army Computer Systems Command, Fort Belvoir, Va., two years ago, are presented Outstanding Performance Awards by Major General H. C. Schrader, Commander of the world-wide organization. The three recipients are, left to right, Donald E. Maynard II, Neil H. Johnson and Richard Smith. Conveying the Commander's congratulations is Miss Mary P. King of the Technical Facilities Directorate. The three awardees, who are assigned to the Command's Reproduction Facility as printing equipment operators, were cited for their highly efficient performance and initiative in performing many diversified printing tasks.

### An appeal for assistance . . .

The NAD INTERNATIONAL RELATIONS COMMITTEE is developing a registry of deaf and hearing persons familiar with the language of signs who are also fluent in the use of a foreign language. In order to realize this plan, the committee earnestly requests your assistance in collecting and sending the names and addresses of deaf and hearing persons who are fluent in both the American language of signs and any foreign language or foreign language of signs.

**DO YOU KNOW A FOREIGN LANGUAGE OR A FOREIGN LANGUAGE OF SIGNS?**

**DO YOU KNOW ANYONE WHO IS FLUENT IN BOTH THE AMERICAN LANGUAGE OF SIGNS AND ANY FOREIGN LANGUAGE OR FOREIGN LANGUAGE OF SIGNS?**

If you possess these skills or if you know someone who does, please send **names and addresses to:**

Yerker Andersson, Chairman  
NAD International Relations Committee  
240 10th Street, S.E.  
Washington, D.C. 20003

The committee (other members: Jack Gannon, Mervin Garretson and Jerald Jordan) will not arrange interpreting services directly but will provide information to all persons requesting it.

**THANK YOU FOR YOUR COOPERATION.**

- Jan. 6—Golf and church services
- Jan. 7—Banquet

**Bulgaria**—In his article "A Visit to Bulgaria" *The British Deaf Times*, Vol. 9, No. 1, the Rev. Canon T. H. Sutcliffe reported that there were 15 factories owned and operated by the deaf. The number of employees per factory varied from 200 to 600 and 70% of the workers were deaf. Most of the factories provided medical and dental services, audiological services, recreation, etc., and even educational facilities for children. Mr. Sutcliffe was very impressed by the Bulgarian progress

in deafness.

**France**—According to *The British Deaf Times*, the Club of Deaf Artists that had existed over 20 years and arranged many famous exhibitions of deaf artists from all the world has deceased due to lack of support and interest.

**Great Britain**—The British Deaf Association plans to expand its staff by creating a new position, assistant executive.

**Sweden**—The first baby born on January 1, 1973, in Sweden happened to be a child of deaf parents.

# Hinsdale Junior National Association Of The Deaf

By ROBERT BAKER and PETER SEILER

The young, growing program located in Hinsdale Township High School South, Hinsdale, Illinois, has been breaking precedent the past few years. The growth of the educational program has been influential and the partial reason for the mushrooming of the Junior National Association of the Deaf chapter. The two are directly related and studying one, the educational program, can help explain the other, the chapter growth.

Initially the Hearing Impaired Program began in a "closet" in the new unfinished school soon to be known as South High. The year was 1966 and the time was spring. The class of three deaf students began under the tutelage of Mrs. Jane Landis. The beginning was slow but at the same time it was decisive. It was an important beginning because as the hearing students filed into the new building and suffered through all the pains of a new building, the hearing impaired students suffered along with them. From the beginning the hearing impaired have been an integral part of South.

Through the years since 1966, the program has continued to grow in number and in stature. The large increase in number is partially explained by a quick glance at the location of the school program. The Hearing Impaired Program functions under the auspices of the West Suburban Association for the Hearing, Orthopedic, and Visually Impaired, which is located in Lombard, Illinois, DuPage County. This association services ap-

proximately 400 hearing impaired youngsters in the western suburban area of Chicago, western Cook and DuPage counties. As studies indicate DuPage County is one of the fastest growing counties in the nation. With this increase in population comes the increase in the numbers of hearing impaired individuals. Therefore, the school age population of hearing impaired students has increased drastically.

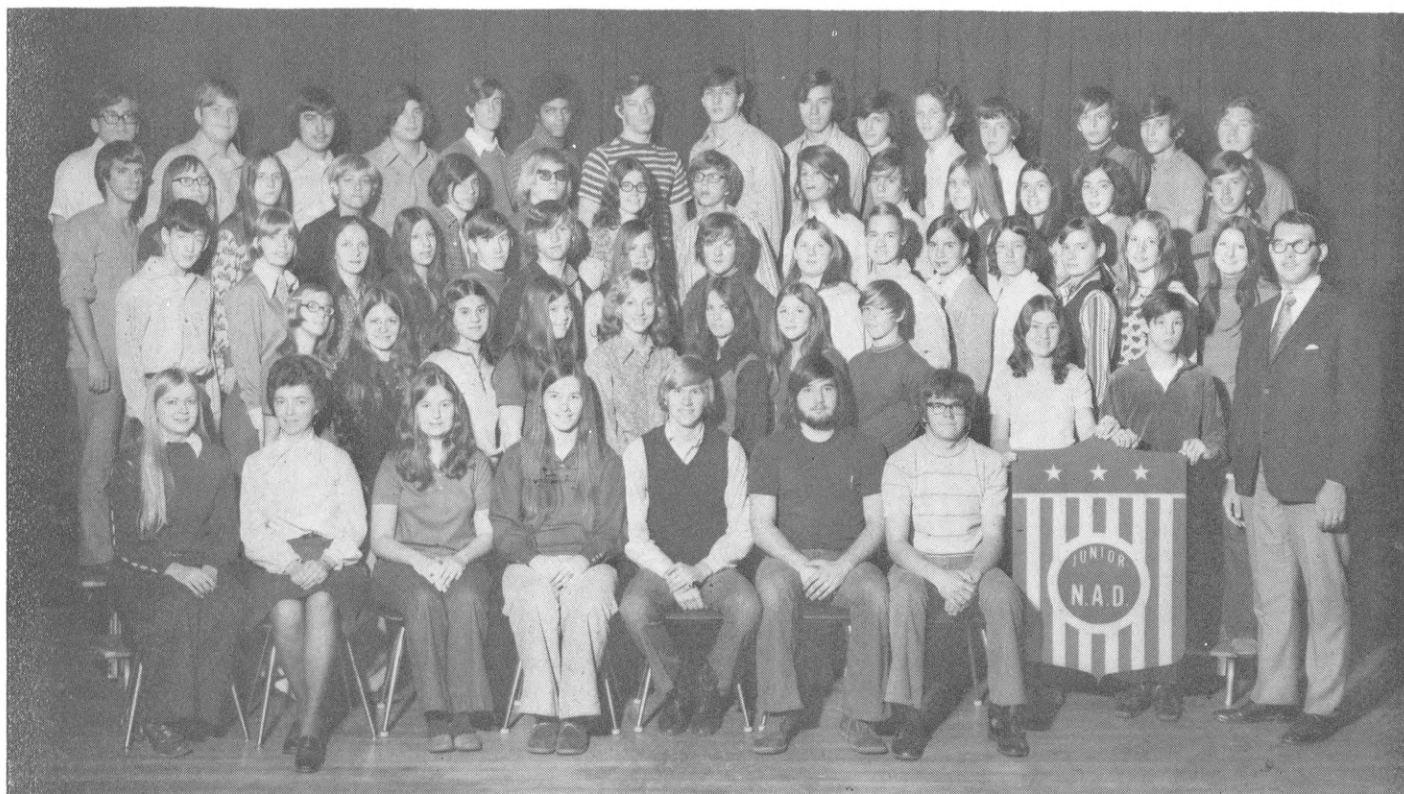
During this 1972-73 school year, the Hearing Impaired Program has ten (10) certified teachers of the deaf and 75 students who range in age from fourteen to twenty. The educational program has shifted from one of total integration with tutoring to its present program of self-contained classes with limited cross-registration. The philosophical shift has also been made from total oralism to the realization of individual needs and total communication.

The development of the program is closely tied to the establishment and growth of the Hinsdale Chapter of the Jr. NAD. The chapter initially was an outgrowth from the Hearing Impaired Club established in the school during the 1971-1972 school year. Under the guidance of Mrs. Grace Moline and Robert Baker, this club took on a new direction and affiliation with the national organization of high school young adults—Jr. NAD. With this new coordination and cooperation of the national headquarters, the Hinsdale Chapter became responsible for its members in the areas of leader-

ship, socialization and individual resources. The first year the organization counted 30 members of Jr. NAD out of 36 students in the program. The student officers represented various locations and backgrounds from the suburban Chicago area. They included Jim Fleming, president; Cindy Garwood, vice president; Dennis Russell, secretary; Stephanie Yowell, treasurer.

Early in the year they set their sights on a trip to the Illinois capitol in Springfield, Lincoln's home and tomb and the Illinois School for the Deaf, Jacksonville. Throughout the remainder of the year the members worked toward that goal by organizing a variety of projects which included many bake sales and a candy sale. The social aspects of high school life were not negated. The Jr. NADers involved themselves in ice skating, bowling and tobogganing. Through the school year these young people learned to coordinate their efforts and communication with the student body of South which numbers 1800 hearing students. It is possible, they learned, to create activities, objectives and tradition within the community of hearing impaired students in the school. At the same time it is feasible to function and actually interact with the majority of hearing students.

In the spring of 1972 the students realized their goal. Through their efforts throughout the year they were able to pay for the trip for the members. The trip involved all the usual stops in the state capital. The ISD Chapter was hospitable to invite the Hinsdale Chapter to stay the night, socialize with the ISD students and tour New Salem the following morning. Illinois is a big state. However, these kinds of ties were in-



strumental in shrinking the vastness of distance and communication. The birth of Jr. NAD was complete. Now, the growing pains and adolescent years are ahead of us.

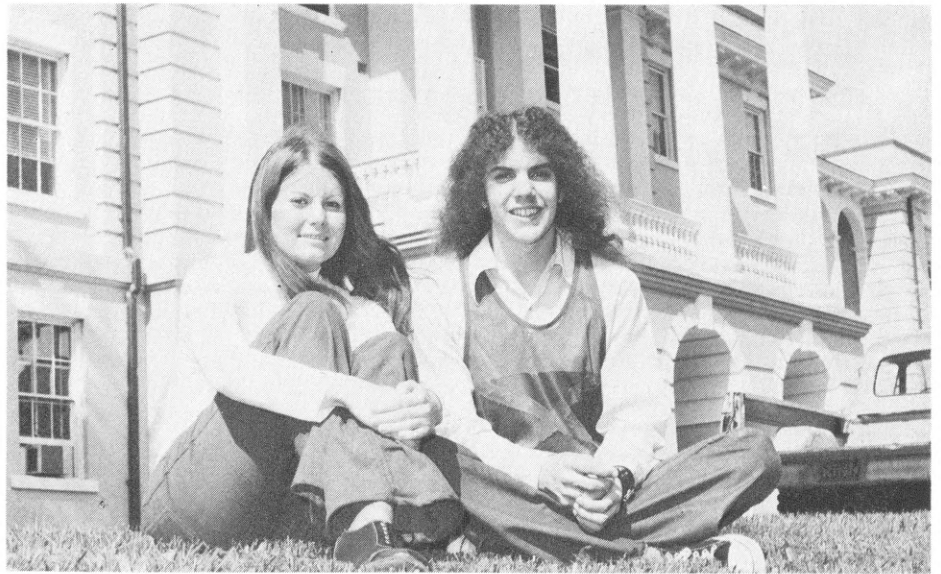
The opening of the new school year (1972-73) saw an increase in the student population which also accounted for an increase in the membership of the Jr. NAD Chapter at Hinsdale South. This jump largely resulted from approximately 45 new students entering Hinsdale South as freshmen, making the Hearing Impaired program the largest day program in Illinois and one of the largest in the nation. Because of this, five new teachers were hired to supplement the existing staff.

Under the guidance of Mrs. Grace Moline, Mr. Seiler and Mrs. Catherine Meyer, the Jr. NADers rolled up their sleeves and began to establish traditions that will last for many years. The first item on the list was the homecoming parade and float contest. Previously, this was not an activity that hearing impaired students felt they had a chance but, with encouragements from the staff, the students, led by Mike Kartheiser and Scott Benhart, plunged into the effort and came out first place in the Organization Class. Along with this, it was decided to establish a Miss Jr. NAD contest to select a young lady to ride on the float. Meeting minimal interest at first, this contest became so successful that a special meeting had to be arranged to announce the winner. Mr. Baker, chairman of the Hearing Impaired Department, presented the flowers to Kristy Godar, the first Miss Jr. NAD in Hinsdale South history.

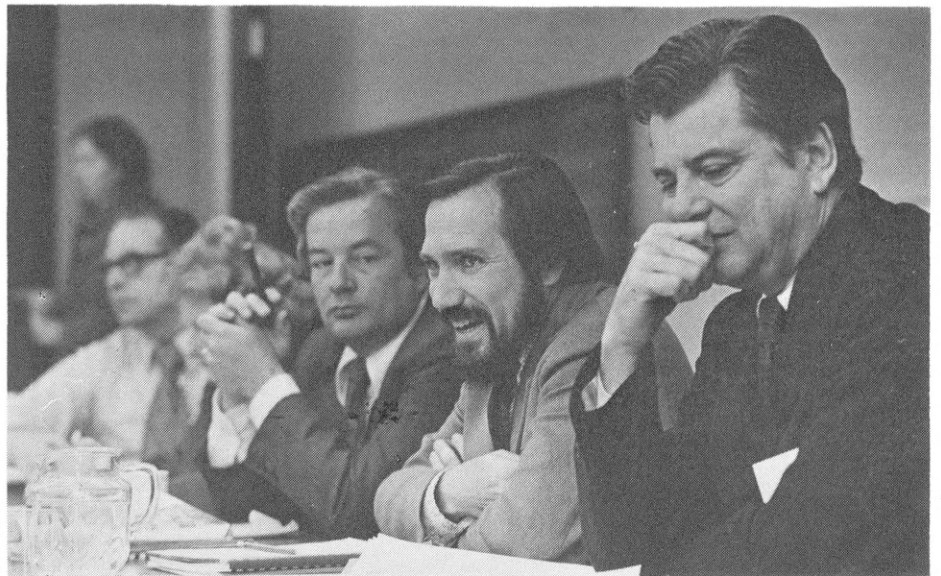
Another custom that became popular was the Jr. NAD Christmas party. Under the chairwomanship of Karen Davis, the party was held in an apartment recreation room with facilities for games and relaxation. Pool, ping-pong and shuffleboard were available as well as a fireplace to enhance a quiet and serious conversation.

Due to the many social activities such as tobogganing, ice skating, bowling and plans for a trip in the spring, fund-raising activities acquired additional importance. Thank-you notes, Save Week, bake sale and candy sale were the major fund-raising items with the candy sale being the big money maker.

Since the purpose of the Jr. NAD Chapter was to foster not only the social well-being of the members but the social awareness of the community in which the members live, the fund-raising operations also dealt with providing aid to the poverty-stricken people. The members, on Halloween, went out and collected approximately \$400 for UNICEF. A letter of commendation was received for this. Shortly before Thanksgiving vacation began, the Jr. NADers contributed the largest amount of food to the



**SOUTH CAROLINA DELEGATES**—Cindy Strickland and Timothy Johnson (pictured above in front of the administration building of the South Carolina School for the Deaf at Cedar Spring) were delegates from their Jr. National Association of the Deaf chapter to the Eastern Regional Conference at the Maryland School for the Deaf this past spring. Cindy was chosen "Miss Congeniality" and Timothy was similarly designated as "Mr. Congeniality." Cindy is the daughter of Mr. and Mrs. Enouch Strickland of Conway, S. C. Timothy is the son of deaf parents, Mr. and Mrs. Hampton Johnson of Loris, S. C. Robert Kutter and Carolyn Cohen also attended the Maryland conference as observers. The South Carolina chapter came home with seven awards altogether.



**NTID LIAISON OFFICER**—Dr. Frank B. Withrow (center) of the Bureau of Education for the Handicapped is the new liaison officer with National Technical Institute for the Deaf, Rochester, N. Y. Withrow, executive secretary for the National Advisory Committee on Education of the Deaf, is also liaison officer for Gallaudet College, Kendall School and Model Secondary School for the Deaf. He was, before joining BEH, a classroom teacher at Central Institute for the Deaf, St. Louis, Mo., and director of clinical services and research at the Illinois School for the Deaf. A native of Texas, he has a deaf brother living there. In this picture chatting with Withrow are Attorney W. Dexter Douglas, left, and Gustave H. Rathe of IBM at a recent meeting of NTID's National Advisory Group.

Hinsdale South Social Studies Department Thanksgiving food drive.

In line with social awareness theory, the Hinsdale Jr. NAD embarked on a new adventure—that of participating in a regional Jr. NAD (other charter members are Hersey High (Michael Cooke), Schurz High (Larry Forrestal) and Liberty High. Through this group, a combined effort to improve relations between the closely-tied geographical Jr. NAD could be made. Plans for picnics, fund-raising activities and speakers have been formulated tentatively with guest speakers already invited.

### State Association News Coverage

State association news should be sent to regional editors, who in turn should send material to Norman S. Brown, State Association News Editor, P. O. Box 50221, Indianapolis, Ind. 46250. Regional editors:

**Region I:** Charles McKinney, South Carolina School for the Deaf, Spartanburg, S. C. 29302.

**Region II:** Waldo Cordano, 520 Parish Street, Delavan, Wisc. 53115.

**Region III:** Rev. Camille Desmarais, 209 Forest Hill Circle, Talladega, Ala. 35160.

**Region IV:** Mrs. Valerie Platt, 112 W. 5150 South, Ogden, Utah 84403.

## LAWRENCE NEWMAN

### gestalt learning

Every once in a while I receive a list of course offerings from the University of California at Riverside. Usually, after a quick glance, I toss it into the wastebasket. This time, I studied the list more carefully because nine of us deaf teachers were trying to decide which course offerings to select. We hit on "Gestalt Learning" perhaps because the course title seemed chic and avante garde. It also seemed to carry with it an air of mystery, of mind-stretching surprises to uplift our souls to depths of insights and heights of teaching prowess undreamt of before.

It was a weekend course, three hours on Friday night, all day Saturday and all day Sunday. If we survived the weekend we would be rewarded with three hours of credit on a quarterly basis.

We were surprised to see the classroom, about one-third the size of a football field, teeming with ambitious educators like ourselves. More surprising was the lady in charge, Ms. Lederman. She seemed an older version of the now generation with a worldly you-cannot-fool-me-look on her face. I think she was bra-less. I said "think" because I had not yet become acclimatized to my bifocals. She turned out to be the author of a thin book (the title escapes me) whose unorthodox approach was exerting an influence in educational circles.

Ms. Lederman half sat on a table in the middle of the front of the classroom. Her eyes surveyed us. Her mouth did not open at all. We stared at her. Silence. Nothing new for us but for the hearing people in the room, the minutes must have seemed like hours.

We had brought with us an interpreter, Debbie Steele. Warm and lovable, she bubbles with enthusiasm, melts the hearts of men without, in some mysterious way, evoking pangs of jealousy from the wives.

Debbie's hands stabbed the visual stillness of the room, indicating that Ms. Lederman was finally speaking. "You do not need chairs," she said. "Sit on the floor. Be comfortable." I looked around and noticed a goodly sprinkling of enrollees still on chairs. Girdles and aching bones can prevent full cooperation.

Ms. Lederman seemed to be measuring her words—no wasted words, just those that need saying. Debbie boldly stood beside her facing the classroom. When it comes to interpreting, Debbie has no inhibitions. She sparkles with the effervescence of champagne. Obviously, all those present, including Ms. Lederman, were captivated by her.

Suddenly, Ms. Lederman's words, as seen on Debbie's hands, hit us between the eyes. Know what she said? She said she wanted us to break up into small groups, each group to be led by a deaf person! Was she crazy or something? We asked Debbie to please repeat. We were not seeing things.

Then further instructions came. No one was to use his voice. We could communicate bodily or with our hands, arms, face, but voices, no.

I felt like an idiot as my group of hearing strangers gathered around me and eagerly looked at me as if expecting some miracle that will have us communicating with each other in no time. I started to make spasmodic arm and hand motions. Stalling for time, desperately hoping the molecules in my mind will whirl away the blankness, I started to wink my eyes and roll them ceilingward.

Somehow, without realizing it, I began to make myself understood. Decades of living with a communication problem helped. Man's primordial need to communicate brought to the surface untapped sources of creative ingenuity. We gave our instincts and other senses full play.

Smart cookie that I was, I introduced the manual alphabet. Soon we were telling each other how many children we had, where we lived, our exact occupation and that of our spouses.

On the second day, we were asked to go outside, close our eyes and move around like a blind person. Unsure, distrusting at first, I soon learned to relax in the hands and arms of the woman leading me in and out of light and shadow, around trees, up and down steps. Then our roles were reversed. Firmly, I wound my arm around her waist and led her around with my other hand.

We returned to the classroom, discussed our feelings of mutual insecurity that developed into trust. Warming up to the occasion, I told the lady to be frank and tell me how my voice sounded. "Too loud," she said. I urged her to let me know whenever my voice passed the acceptable decibel range.

The third and final day we were to go outside and again undertake the role of a blind person, this time, we were to run. Full of trust, I ran. The lady led behind. Suddenly, the thought occurred what if there were some obstacle ahead and she could not catch up to warn me.

When our roles were reversed, she ran with almost reckless abandon. Her resistance was gone and I let go. She was on her own. Her face shone with trust, with an air of full dependency on me. A cry from me and she would stop in her tracks waiting for me to catch up.

Back in the classroom, we assembled in one large group and again discussed our feelings. I found myself bravely talking to a large group of strangers when suddenly I felt a sharp kick on my foot. It was my "blind" companion signalling that I was talking too loud. The way the people were, the way we tried to communicate and understand each other, helped melt away some of my inhibitions. I went on talking, this time in a lower voice. Debbie said they were saying "Amen, Amen" to the feelings I experienced and which I vocalized.

The people in the room really were not strangers. You see people at a distance and barriers rise. The more you know them the less you think of them as white or black or oriental. Differences, even those of a physical nature, fade and the essential you emerges.

A letter from one of the students in the class sums up that memorable weekend:

Dear Debbie & Group

What a weekend we just had at UCR. The experiences I had will last a lifetime.

It is not often that we take the time to analyze our own fears and anxieties. However, this weekend for me was a time of tearing down and rebuilding. I was always anxious around deaf persons because I felt that I could not communicate with them. This weekend that anxiety was destroyed and in its place was developed an understanding and a love for the people in your group.

Why do we so often refuse to concern ourselves with things which **seem** different? There was so much to learn this weekend that I felt overwhelmed by my own ignorance. Yet, what I did learn was exciting and beautiful.

I will be coming (sic) down soon to visit you. But this is something I would like you to consider before then. If it is at all possible I would like for you to bring a group of your children to Big Bear for a day with my class. Consider it.

Thank you again for all that you taught me.

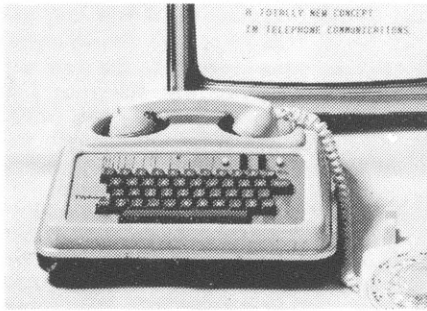
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Big Bear Middle School  
Big Bear Lake, Calif.  
P.O. Box 1111

P.S. What is Gestalt?

Yes! What is Gestalt? Does it mean to begin where the child is and take him someplace else? Does it mean not to teach, to move, to force learning until the child himself asks for help or is ready? I am not sure.

All I am sure is that we touched the lives of some strangers. We met each other half way and overcame some barriers of our own minds' making.

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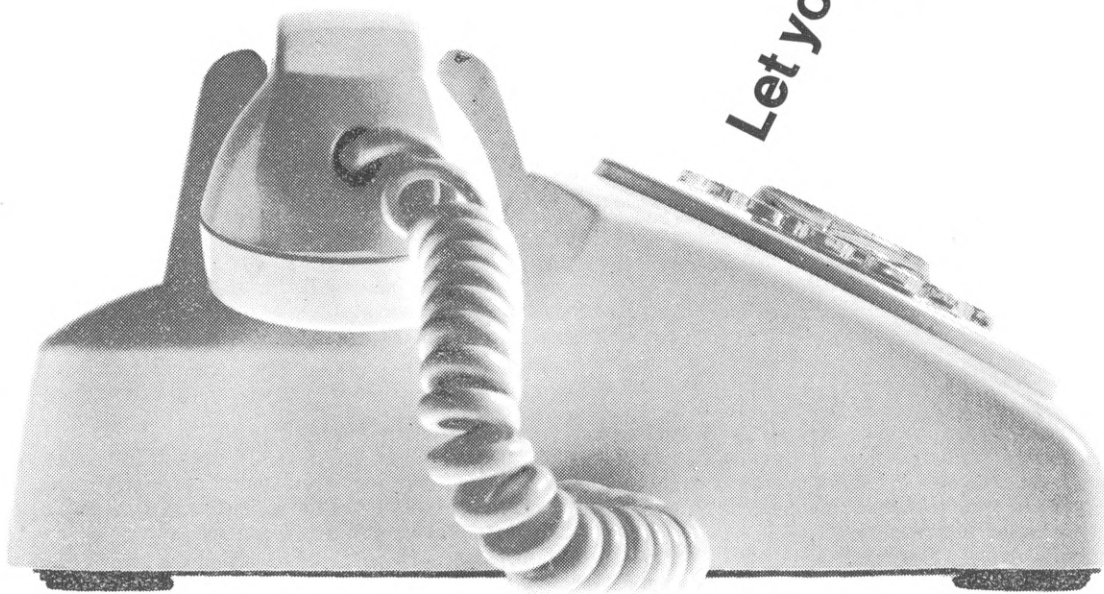
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# Early Issues Of Annals Non-Technical

By FRED R. MURPHY

The first few bound volumes of the **American Annals of the Deaf (and Dumb)** are a veritable treasure trove of nearly every type and style of writing. Here one can find "gems" of literature from the pens of pioneers in the education of the deaf, both foreign and domestic, written as either prose or poetry and ranging from precise rhetorical style to "rib-tickling" humor.

There was none of the highly technical writing that distinguishes the **Annals** of today. Many of the articles in the early issues referred frequently to Divine Providence which apparently was the only explanation then for the success in educating the deaf (and dumb) in those days.

Naturally those writings in the lighter vein are the most interesting although any teacher of the deaf will gain much by reading anything that was preserved for posterity in the **Annals**. Let us examine some of the "humorous" writings—some of which while not intended to be so—will nevertheless amuse.

In Vol. X, No. 4, October 1858, there is an account of the marriage of a deaf-mute that occurred in England during the reign of Queen Elizabeth (1533-1633). We read:

"Thomas Filsby and Ursula Russet were married; and because said Thomas was, and is naturally, deaf and dumb, and could not, for his part, observe the order of the form of marriage, after the approbation had from Thomas, the Bishop of Lincoln, John Chippendale, Ll. D. and Commissary, and Mr. Richard Davis, Mayor of Leicester, and others of his brethren, with the rest of the parish, the said Thomas, for expressing of his mind, instead of words, of his own accord used these signs; first, he embraced her with his arms; took her by the hand, and put a ring on her finger; and laid his hand upon his heart, and held up his hands toward heaven; and to show his continuance to dwell with her to his life's end, he did it by closing his eyes with his hands, and digging the earth with his feet, and pulling as though he would ring a bell, with other signs approved."

In the April 1858 issue of the **Annals**, Vol. X, No. 1, we are treated to an article translated from the French by J. R. Burnet. The article deals with an alleged cure of deafness.

According to the article, a gentleman

suffering under a most distressing deafness, to the extent that he would mistake the cannon of the Invalides for the shutting of a door, betook himself, armed with his ear trumpet, to his physician, and talked with him nearly as follows:

Well, doctor, must I then give up all hope of being cured?

There is perhaps yet one remedy which might be effectual.

Ah! what is it?

It is a somewhat violent one.

No matter for that.

Well, the only chance of relief you have, is to go to the opera, the **Trouvere**.

The patient, at such a proposal to him in his distressed condition—just makes three steps to the rear.

If you refuse, says the physician, it is all over with you.

The victim remains silent a moment, and then replies in broken accents. Well! be it so. I will go to hear the **Trouvere**. But you will accompany me, will you not, my dear doctor? You will not leave me for an instant? An accident may happen so suddenly.

Calm yourself, I will go with you.

So, in the evening the two friends go to the opera, and sit side by side, close to the orchestra. The performance begins. The physician keeps an anxious and inquiring eye upon the features of his patient.

At the first act, nothing transpires.

At the second act, nothing.

But finally, at the third act, there goes off in the head of the deaf man, a sound like a kettle-drum overstrained and burst—Bang!

The patient rises, and with a cry of joy says to the physician: Oh! but I hear, my dear Sir, I hear!

The physician moves not—it was he who had become deaf now!"

At the early day banquets of the deaf, and of the hearing as well, it was the custom to propose toasts. No mention can be found to identify the "drink" used so it is safe to assume that in those pious days water was used. Some of the toasts that were proposed were rhetorical "jewels" ranging all the way from the eloquent to the humorous. Here and there in reports of various conventions published in earlier issues of the **Annals**, mention is made of toasts offered.

Let us sample a few:

At the banquet held in connection with the convention of the New England Gallaudet Association of Deaf-Mutes in Concord, N. H., in September 1856, among the toasts offered were:

By the Rev. Wm. W. Turner, "To the New England Gallaudet Association, may it last as long as the Granite Hills of New Hampshire." (Cheering)

Amos Smith, Jr., proposed "Freedom of speech, may it never be restrained, except by mut(e)ual consent." (Laughter and cheers)

Wm. M. Chamberlain proposed the following, "To the health of our landlord,

Mr. Gass. Both himself and his larder are far more substantial than his name."

At the third convention of the New England Association, September 1858, at Worcester, Mass., the banquet was preceded by the usual toasts, among which we find:

By Thomas J. Chamberlain, "To our ever faithful and untiring communicator of daily passing events, the Press, and all connected therewith from Editor down to Printer's Devil."

Mr. Chamberlain may have been inspired by his own and other toasts because he once more rose to propose: "To our landlord. He has fed us. May he never go hungry."

Thomas Brown was the presiding officer at this convention, and as such he was singled out by George Homer in the following toast: "To our President. He has hitherto done things Brown."

By this time Mr. Chamberlain was evidently waxing eloquent as he once more rose to propose a toast. He may have become a little unsteady if all the toasting was done that evening "according to Hoyle"; however his mind was still functioning as he proposed: "To our interpreter, he has never failed us—long may he wave."

Students of literature may be interested in the following excerpt from the writings of Sir Walter Scott, presented in an article by J. R. Burnet (**Annals**, Vol. X, No. 1, April 1858). In his "Farewell to Mackenzie, High Chief of Kintail" Scott alluded to the death of Lord Seaforth who is described by Scott in a note as "the last male representative of his illustrious house. He was a nobleman of extraordinary talents, who must have made himself a lasting reputation, had not his political exertions been checked by the painful natural infirmities alluded to in the fourth stanza." The fourth stanza reads:

"In vain, the bright course of thy talents to wrong,  
Fate deadened thine ear, and imprisoned thy tongue;  
For brighter o'er all her obstructions, arose  
The glow of thy genius they could not oppose;  
And who in the land of the Saxon or Gael,  
Might match with Mackenzie, High Chief of Kintail."

No one was immune in the early days and it is amusing to speculate on the ribbing that Mr. Gallaudet (the **Annals** did not specify which, father or son) may have received after the following appeared in the April 1858 issue of the **Annals**.

"We shall take the liberty here to interpolate an anecdote of the late Mr. Gallaudet (this leads us to speculate that it was Thomas H. Gallaudet), which is not entirely **mal a propos** to the above. Mr. Gallaudet was on a tour of Vermont or New Hampshire, on behalf of the Asylum, and was accompanied as usual by one or more of his pupils. Riding in the stage one day, he had as usual interested his fellow-travelers much by his conversation, orally of course. But after a time, pausing in this, he began to talk by signs with one of his deaf-mute companions; when a lady in the stage addressed him thus: "Pray, Sir, how long is it that you have had the misfortune to be deaf and dumb?"

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# Son Of Deaf Parents 1973 National Teacher Of The Year

Editor's note: The following story appeared in the May 1973 issue of **SCHOLASTIC TEACHER** and was written by the assistant editor of the magazine.

By **CLARE HOWARD**

Jack Ensworth strides across a teeming noonday playground and leaps into a game of jump rope with some of his students. He listens to the hours of small talk youngsters love to prattle off. He questions why one of his sixth-graders rarely signs her name to an assignment, and why, when she does, it's barely visible. His curriculum stretches to accommodate students' interests — sports, music, athletics, animals, movie stars. Course requirements are custom-tailored to each child.

These are just some of the characteristics that won 23-year teaching veteran John Arthur ("Jack") Ensworth the title of 1973 National Teacher of the Year (an award sponsored by The Council of Chief State School Officers, Encyclopaedia Britannica and Ladies' Home Journal).

Second of three sons of deaf-mute parents, Ensworth entered the teaching profession as one of a minority—a male teacher in an elementary classroom. He taught for two years in Akron, Ohio, and then, after a stint as an administrator and working in private business, he returned to elementary teaching because "this is where the molds are cast." Now in his 15th year at Kenwood Elementary School (Bend, Oregon), he explains, "I prefer the self-contained elementary classroom—you get to know the kids better."

Ensworth "gets to know" his students by having the class spend an afternoon swimming in a pond on his 40-acre ranch, meeting them after school along with his wife Chrissie and their own three children for a roller-skating party, coaching on the basketball courts, and, most important, by simply listening to his students and hearing them as individuals. Communication is a vital aspect of Ensworth's classroom. Speech becomes a near marvel to his students as they progress through lessons on sign language. Ensworth claims, "Learning sign language teaches them how fortunate they are to be able to speak."

"The essential feat a teacher can accomplish is creating a sense of self-worth in his kids," Ensworth says. "We all need a little praise and recognition—a shot in the arm—to keep on going. Yet, frequently, school failures begin to snowball for a child. It's that child who needs teacher recognition and praise—for any contribution he or she makes. A change of attitude doesn't occur overnight. It may take all year before some of my kids begin thinking slightly positively about themselves."

Even the Teacher of the Year has his occasional discipline problems. "When one of my students gets really out-of-hand we go to the office and he calls his parents. Believe me, a father doesn't appreciate hearing from his child like this in the middle of the day. The student explains the episode to the parent while

I stand there to insure accuracy. We all come to a practical solution pretty fast."

Ensworth keeps his teaching objectives sharply focused. He's not so concerned with helping his class learn specific facts as he is with the students' ability to find and research ideas. "Whether schools achieve their objectives through one subject or another isn't really important," he claims. "By tying together and interrelating curriculum areas, we'll achieve more." For example, woodworking with the class-owned jigsaw requires lots of measuring and mathematical planning. Science and social studies become reading

lessons. And just about every discussion evolves into a session on values.

"We talk about euthanasia, abortion, religion—anything bothering the kids. No parents have ever complained about these discussions because we don't talk about what I think—we talk about the facts."

Ensworth feels that teacher evaluation is a tough animal to tackle. In his days as an administrator evaluating other teachers, he put a lot of weight on the atmosphere in a classroom. "If the classroom is a happy, active place, the teacher's doing something right," he reasons.

"Is my classroom happy?" Ensworth laughs. "You bet it is! I receive letters from kids I taught 16 years ago telling me so."



**ELECTRICAL-MECHANICAL COLLECTOR**—Gerald Badman of DeWitt, Neb., has been featured in **THE DEAF AMERICAN** previously, and last September the Nebraska Sunday Journal Star (Lincoln) had a story titled "DeWitt's Deaf Gerald Badman; He's a Good Man at Doing Things." This picture shows Gerald in his "collector's" museum, which he hopes someday will be a really-and-truly full-scale exhibition of the countless items he has collected over the years. He's chief electrician at the Peterson Manufacturing Co., which has 350 employees. (Photo courtesy the Nebraska Sunday Journal Star)

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# Hearing Services In Residential Schools For The Deaf

By Jerry L. Northern, Ph.D., University of Colorado Medical Center, Denver, Colorado;  
Winfield McChord, Jr., M.S., the Kentucky School for the Deaf, Danville, Kentucky;  
Ellen Fischer, B.S., Columbia Public Schools, Columbia, Missouri; Phelps Evans, M.S.,  
the Kentucky School for the Deaf, Danville, Kentucky

**Editor's note:** The following article is reprinted from *Maico Audiological Library Series*, Vol. XI, Report Four. While *THE DEAF AMERICAN* is not an educational publication per se, we hold that audiology is an important component of the philosophy of total communication and that many deaf adults are interested in the utilization of residual hearing.

## Introduction

● The role of audiology in schools for the deaf, historically, has been a controversial issue between audiologists and educators of the deaf. Traditionally, audiologists have believed that the schools for the deaf need the highest caliber of audiological services and that the educators of the deaf have failed to recognize the educational potential of audiology for the deaf student. Educators of the deaf, on the other hand, have cited that, because the majority of deaf students have profound hearing losses, the effectiveness of audiometric services in an educational program is limited.

In 1962, efforts were made to initiate and enhance communication between speech and hearing professionals and educators of the deaf through the establishment of a Joint Committee on Audiology and Education of the Deaf (JCAED), under the auspices of the Vocational Rehabilitation Administration. The members of this Committee represented the Conference of Executives of American Schools for the Deaf, the American Speech and Hearing Association, and the Vocational Rehabilitation Administration. The JCAED has held several meetings since its inception to discuss the implementation and utilization of audiology services in schools for the deaf, to stimulate speech and hearing clinics, universities and rehabilitative facilities to provide more effective services for deaf persons, and to mutually implement changes in training curriculums to benefit preprofessional training of both disciplines.

A survey conducted by the JCAED (Ventry, 1965) raised questions about the adequacy of audiometric services provided in all types of schools for the deaf. Some of the conclusions reached in the report indicate (a) a need for greater utilization of audiologic personnel in the educational programs for the deaf; (b) a need for deaf programs to take greater advantage of audiologic services available at speech and hearing centers; and (c) a need for maximum audiologic services to be provided to, and utilized by, deaf children and adults.

Siegenthaler and Owsley (1968) reported that 35 percent of residential schools for the deaf had staff audiologists. A more recent report of JCAED (Fricke and Murray, 1969) concluded that emphasis is being placed on an identification of children with hearing loss rather than on the education and continued re-evaluation of deaf and hard of hearing students.

Fricke and Murray cited a need for improved delivery systems to provide speech and hearing services to hearing impaired children.

Subsequent to these research efforts, it seemed additional evaluation of school programs would be useful to determine if previous recommendations had influenced changes in hearing services for residential school programs. Accordingly, the present survey was undertaken to evaluate the current status of audiometric services in residential deaf schools.

## The Survey

A questionnaire was devised during the fall of 1969 and sent to the superintendents and headmasters of state-supported residential schools for the deaf in the United States identified in the directory issue of the *American Annals of the Deaf* (1969). Survey questionnaires were sent to 50 schools. Responses were received from 44. The total deaf and hard of hearing student enrollment of the 44 schools was 12,716. Eight schools had less than 200 students, 26 schools had between 200 and 500 students, and ten schools reported student population in excess of 500 pupils.

**Audiology Services:** The responsibility for audiometric services in these state residential schools rested with a variety of school employees, including the school audiologist (29), and director of child study services (4), the speech and hearing consultant (4), a teacher (4), and the school principal (3). Eighteen of the 29 audiologists (or 40%) were reported as full-time employees. The majority of responding schools had a commercial sound-test chamber or suite (26), or a sound-treated room (18) in which to do their audiometric testing. Most schools have at least one audiometer, but the age of the audiometers varied considerably. Fourteen of the schools reported their audiometers to be more than eight years old. Twenty-four schools reported their audiometers to be three or four years old. Twenty-seven schools use Federal funds to purchase, maintain or replace audiometric equipment.

Twenty-eight schools reported that they had arrangements with other agencies to perform audiometric services. These other agencies were most often a nearby speech and hearing clinic or university audiology training program. Seven schools indicated that their audiology sources were one to 400 miles away. Nearly all of the schools (40) replied that their students received regularly scheduled hearing re-checks.

Respondents to the questionnaire were asked to rate the quality of audiometric services available to their students. Twenty schools rated their services as "excellent" while 14 schools rated their services as "above average." Seven schools indicated their audiometric services were "average," while only three schools rated their services as "below-average" or "poor." The most common responses by individuals who rated their audiometric services other than excellent included the need for a qualified audiologist (9), a desire for closer working arrangements with referral sources (7), a need to increase the present audiologist's time and responsibilities (3) and five schools reported that their "audiologist didn't know enough about the deaf."

**Hearing Aids:** Although the schools seemed to have adequate facilities for conducting evaluations and fitting hearing aids, most survey respondents referred their pupils to other agencies for these services (40). Three schools sent their students directly to hearing aid dealers. A variety of financial arrangements existed in each of these residential schools for the acquisition of personal hearing aids, including parental purchase (40), state agency funds (29), volunteer organization contributions (16) and institutional funds (10). Repair of the hearing aids is accomplished by referral to local dealers (29), by the school staff (25) or return of the hearing aid to the manufacturer (15) depending on the problem with the hearing aid. Thirty schools indicated that they made their own ear molds, while 18 schools referred ear-mold business to local hearing aid dealers.

Nine schools indicated that all the students who could benefit from the use of a personal hearing aid actually owned one. The responses from the other 35 schools suggested that an estimated 1,557 additional students need hearing aids. The children who currently had personal hearing aids, composed 81% of the preschool population, 67% of the elementary student population, 56% of the secondary student group, and 46% of students older than 18 years. One can surmise that increased awareness and improved identification of hearing impairment in young children accounts for the large proportion of preschool children using amplification.

**Hearing Air Performance:** Hearing aid performance information was obtained through an additional survey conducted in a selected residential school for the deaf on the east coast of the United States. With permission of the school director, notices were sent to parents requesting that their child's hearing aid be sent to the school on a specific day for evaluation of its working condition. Ex-

perienced hearing aid repairmen evaluated the performance of each hearing aid through visual and auditory inspection. This school had only part-time audiology services available at the time of this hearing aid check and good audiometric facilities.

The hearing aid performance survey identified 174 children in this school who owned hearing aids. Thirty-six of the hearing aids were unavailable on the day of the evaluation. A total of 138 aids were examined, but only **forty-three (31%)** were found to be in satisfactory working order. The most common deficiencies found in the other 95 hearing aids were broken or poorly fitting ear molds (40), broken or faulty receivers (34), broken switches, broken on-off controls, and faulty battery contacts (26), broken or worn cords (19), circuit noise and distortion (19) and dead batteries (15).

The results of the hearing aid performance evaluation in the single school were particularly enlightening and not unlike those reported by Zink (1972). Experience of the authors would suggest that the unsatisfactory working condition of a significant percentage of hearing aids is not unique to this school. Indeed, the failure of personal auditory amplification programs is unfortunately common in schools for the deaf. The fact that so many hearing aids do not function properly may be a contributing factor in deaf students' poor acceptance of their aids.

#### Discussion

The results of this survey suggest that an increased awareness exists in residential schools for the deaf to provide improved hearing services for their pupils. Neglected areas of hearing services cited by the 1965 Joint Committee Report have been substantially improved. Nearly all of the responding schools provide routine audiological testing services for their students. Two-thirds of the schools now have a staff audiologist. Affiliations with nearby speech and hearing clinics for referral service were reported by 63% of the schools surveyed. These facts support the view that a closer liaison seems to currently exist between educators of the deaf and audiologists.

The survey indicated that the percentage of deaf children who have their own hearing aids is highest for the preschoolers and is increasingly lower as the age group of the pupils grows older. This finding certainly suggests that emphasis for the early identification of hearing loss has resulted in increased use of hearing aids in young children. However, a vast number of older deaf students exist who apparently would benefit from a personal hearing aid, yet do not have one.

The goal of maximum audiological services for deaf students is closer now than in 1965, but certainly has not yet been achieved. Many residential schools for the deaf still do not have a staff audiologist. A number of schools have out-of-date audiometric equipment. Too many school-aged deaf children still need hearing aids. And, the unsatisfactory working condition of hearing aids used

by deaf children represents a problem that must be resolved if amplification is to be beneficial.

#### Recommendations

What can be done to further utilize and improve hearing services in schools for the deaf?

1. **Solidify the duties and responsibilities of the school audiologist.** Siegenthaler and Owsley (1968) point out that a staff audiologist can eliminate many of the disadvantages associated with the referral of students to other agencies for provision of hearing services, including the scheduling problems, report delays, misdirected services provided by the referral agency and loss in time for the student who is away from class. The school audiologist develops a personal interest in the hearing welfare of each student through repeated associations. The staff audiologist's duties should exceed routine hearing testing, and may include in-service training for teachers of the deaf, consultation and liaison between teachers, physicians, parents, and hearing aid dealers. The audiologist should provide the basis of support for a strong hearing aid and auditory training program in the school.

2. **Establish a well-defined hearing aid program.** This program should include the identification of students who need personal amplification, and the selection, fitting and purchase of the hearing aid. Close working arrangements between the school audiologist and local hearing aid dealers will result in better services for the deaf student. The school hearing aid program should include counseling to insure that the student fully understands the function, care, and use of his hearing aid, and all students with aids should receive regular hearing aid performance checks. Extra batteries, cords and receivers and loaner hearing aids may be stocked to help students when necessary. A properly working hearing aid should be as important to the learning of the deaf school child as his pencil and paper.

3. **Development of a positive attitude toward the school hearing service program.** This is a long-term goal that may not be easily achieved. Involved projects might include training programs to acquaint teachers with the identification of malfunctioning hearing aids; exchange visits with the local speech and hearing referral agency; and technical sessions with local hearing aid dealers in order to keep up with the newest developments in amplification techniques.

Although hearing services in residential schools for the deaf have certainly improved during the past few years, audiologists and educators of the deaf should realize that such improvement must continue until deaf students can be given maximum opportunity to utilize their residual hearing.

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Northridge, California 91324

Samuel A. Block—1976  
8041 Ki-dare Avenue  
Skokie, Illinois 60076

### IMMEDIATE PAST PRESIDENT

Robert O. Lankenau  
1575 Redwood Avenue  
Akron, Ohio 44301

### John C. Claveau

John C. Claveau of Flint, Mich., a member of the Executive Board of the National Association of the Deaf and long active in the Michigan Association of the Deaf and its home office, passed away on June 9, 1973, following an illness of a few months. Details will follow in the next issue of THE DEAF AMERICAN.

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# NATIONAL ASSOCIATION of the DEAF

Don G. Pettingill, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.

## N.A.D.

### President's Message

By Don G. Pettingill

9314 Wellington  
Seabrook, Maryland 20801



At the NAD Executive Board meeting held at the Home Office May 18-20 (the same weekend as the Halex House dedication), several major steps were taken to beef up all aspects of the NAD, including the Board and the Home Office.

This was the result of 1) an in-depth preliminary report of the Home Office Study and Monitor Committee established by the Miami Beach Convention and headed by Dr. Suleiman Bushnaq and 2) a management study report on the Home Office by a committee composed of officers of the NAD.

An executive committee, also made up of the officers of the NAD and the immediate past president, was established to work on priorities and, when necessary, to activate other subcommittees within the Board to push said priorities. The executive committee will be chaired by your president.

A committee was established to study both reports above and make recommendations for priorities and **action!** Dr. George Propp will chair this important committee.

A Steering Committee, with Jess Smith as chairman, was activated. Primary responsibility of this committee will be to speed up the process of introducing bills at conventions and to assist the president in assigning bills to proper committees.

Ms. Lillian Skinner, Board member, volunteered to chair the **National Fund Raising Committee to Pay Off Halex House**. Gratifying, too, was dynamic Tom Cuscaden of Maryland, who volunteered to serve on the committee. Now if some of you other fearless and dedicated people around the country will come forward with offers to help, Halex House can be paid for in two or three years. Game? Step forward, folks, and write to Ms. Lillian Skinner, 17301 Halsted St., Northridge, Calif. 91324, at once!

How's all the above for involvement? I still feel that the more people we involve and convince how important you all are to the future strength and well being of the largest organization of the deaf in the world, the sooner we will be recognized as such and the sooner the world will beat a path to the NAD on all matters pertaining to the deaf and deafness. Right? Right!

Now, for more involvement facts, I have turned the rest of this month's column over to Donald Irwin, coordinator of the NAD Regional Committees. Each month from now on, committee chairmen will have the opportunity to tell their own story in this space. Involvement! Boy!

May 6, 1973

To: Presidents, NAD State Cooperating Members  
and  
Representatives, 1972 NAD Convention (Miami Beach)  
(And all other interested and concerned individuals)

From: Donald L. Irwin, Coordinator  
NAD Regional Committees

Subject: Implementation of Permanent NAD REGIONAL  
COMMITTEES

\* \* \*

Something **NEW?** Yes! Something **GREAT?** Out of this World!

Something for **ALL?** You betcha! Is it **INVOLVEMENT?**  
**You said it!**

JUNE, 1973

As NAD President Donald G. Pettingill said in the March issue of THE DEAF AMERICAN and I quote, "You're gonna get involved, and you're gonna like the feeling of being an integral and important part of the 'snowball.'" No more truer words were ever spoken, because Don has gotten me involved and I like it! You will too!

Now, we are not completely ready to implement the "brainchild" (NAD Regional Committees) of Don's yet, but we are well on our way—to **improve** the communication network, etc., between the state associations and the National Association of the Deaf.

To give you somewhat of an idea what the **NAD Regional Committees** are all about, I offer the following proposal **PURPOSES** and **FUNCTIONS** which should really provide you with the impetus and rationale for the "brainchild." They should also "turn you on" and "get you involved!"

#### PURPOSES:

1. To foster a better and more complete understanding of activities and goals of the National Association of the Deaf and the NAD State Cooperating Members for the benefit of all deaf,
2. To open completely the lines of communication between the National Association of the Deaf and the NAD State Cooperating Members,
3. To promote interaction and cooperation between the National Association of the Deaf and the NAD State Cooperating Members, regarding programs/projects, ideas and issues that confront the deaf, statewide and nationally.

#### FUNCTIONS:

1. To conduct at least one (1) meeting between NAD conventions, preferably the spring preceding the next NAD convention,
2. To forward a summary of each region's meeting to the President of the National Association of the Deaf, NAD Home Office and Coordinator for NAD Regional Committee (for the purpose of compiling and reporting to the NAD President and to the next NAD Convention),
3. To recognize, work with, respond to and utilize to the fullest the leadership abilities, knowledge and experience of state leaders,
4. To assist in organizing and activating meaningful programs/projects at regional and state levels,
5. To disseminate information derived from regional meetings to NAD State Cooperating Members and its membership, the NAD and various other groups and organizations serving the deaf and/or hearing impaired.

To provide you with a little bit of advance information, we hope to have the NAD Regional Committees and their respective preliminary meetings in full operation in early spring of 1974. **However, you will be kept informed** as we proceed toward the goal of **"greater involvement."**

I would also like to add at this time that, if your state association is convening this summer, why not have the convention officially send its new or re-elected state association president and the Representative to the NAD Convention in Miami Beach, Fla., to the **NAD Regional Committee Meeting?** For those who do not meet this summer, may I suggest that you request your executive board or board of directors to follow suit.

If you feel you need more information regarding the matter at hand, please do not hesitate to contact your region's NAD Board Members or myself. We will be more than happy to assist you in any way possible. However, I ask that you "hold" your questions for the time being until plans are better organized. **We will try to inform you** as plans develop and become more concrete.

Sincerely yours,  
/s/Donald L. Irwin  
Coordinator  
NAD Regional Committees



## HOME OFFICE NOTES

By Frederick C. Schreiber

Weil, we are back at the old stand again after a long period of time that seemed even longer than it was. The Executive Secretary was on the ailing list for a period that lasted from February until June although it seemed to have been for a period of years. During that same period there had been many things happening, not too many of which were classified as being "good."

The NAD, as with many other organizations and institutions, suffered setbacks in Federal funding. At the moment we still have an ongoing grant program which encompasses the Communicative Skills Program and the Research Utilization through the World Congress of the World Federation of the Deaf, the Communicative Skills Program has been cut by 50 percent. And the WFD grant is also under severe financial limitations. Nevertheless, we have the grants which is better than many other programs.

The Census program is operating under an extension allotment which will carry it through until the end of 1973 and with the new (or should we say "latest") version of the Vocational Rehabilitation Act of 1972 now under consideration in Congress, it is hoped that we will be able to get support for our proposed annual survey of the needs of the adult deaf and an ongoing census program, provisions for which are in this act. If this happens, we will have lost only the RID grant which expired at the end of June and which, due to the limitations on training programs in the Rehabilitation Services Administration, we could not get help.

The limitations and cuts in Federal funding have resulted in a reduction in staff in the Home Office. Regretfully we had to lay off a number of employees although some were trainees in our on-the-job program, some were temporary workers and one or two were regular employees. Altogether seven of our staff members were released but at a later date two returned as other staff changes were effected. While this was going on, the office staff was undergoing study by "Home Office Monitor and Study Committee" headed by Dr. Suleiman Bushnaq of Gallaudet College. The committee is preparing extensive recommendations which will undoubtedly affect the long range operations of not only the Home Office but the entire NAD and we are awaiting the full report before setting up a plan to implement the recommendations.

In addition, preparations were underway for the Dedication program. This came off beautifully. While the Executive Secretary does not have an exact count of the number of people on hand for it, there were well over 300 persons at the ceremony including some high ranking members of the Department of Health, Education and Welfare, as well as others who were formerly associated with the department including Edward Newman, former Commissioner of the Rehabilitation Services Administration; Joseph Hunt, also a former Social and Rehabilitation Service Administration Commissioner; Corbett Reedy who is Acting Commissioner for the Rehabilitation Services Administration and L. Deno Reed who has worked closely with the NAD for many years now and who is Project Officer for most of our grants. Other details on the Dedication will be found elsewhere in this issue.

Our publications program is expanding at a rapid pace. As this goes to press we will have added a number of new items to our list. Prominent among the material we have now are: **I'm Deaf Too—12 Deaf Americans** by Frank Bowe and Martin Sternberg, which sells for \$2 per copy; **Forgotten People** by Willard H. Woods which sells for \$6.50 and which was printed at the author's expense. Mr. Woods has donated the profits from the book to the NAD so that we are well ahead of the game where this is concerned.

We also have a set of "Children's Playing Cards" in sign language which can be used for a number of games that will not only provide entertainment but indirectly help with the teaching of sign language to young children as part of their total communication background. The cards are selling for \$1.50. Also available is an abbreviated booklet in Spanish of our **A Basic Course in Manual Communication**. This ABC book was prepared by Frances Parsons for use in South America but we are finding that there is a critical need for such a book right here in the United States. The current venture, however, was designed to produce a book that would sell for a relatively low price and to see just how much of a demand there would be for an American Sign Language text in a foreign language. If the demand for this seems to warrant, it is possible that we shall attempt not only a similar book in French and other languages but also a full translation of our ABC book at some later date. With all this progress we regret to announce that our Publications Division manager and public information officer, Mary Ann Locke, has submitted her resignation as of June 15. Ms. Locke has been instrumental in developing a wide market for our materials and it is largely through her efforts that we have broken into bookstores and libraries as buyers of materials on deafness. We shall miss her.

We also have a number of new tenants in the building, two of which are now sharing the top floor with us. Altogether we now have three tenants on the top floor partly in an effort to offset the cutbacks in Federal spending and partly due to the fact that the load limits on the floors have compelled us to move some of our operations to the ground floor and in so doing freeing the space for rental purposes. At the moment we have over 2000 square feet of space vacant. This space has been vacant since the end of February but we have hopes now that 900 square feet of this space will be taken up by the time this sees print. The income from the nine hundred feet will come to more than half the amount we were getting for the entire 2000 square feet in the past because the previous tenant had been paying \$4.17 a square foot so the rent on the 900 square feet will come to \$4,500 a year and while we will lose some rental space because we shall have to construct a hallway, we will have about 1000 more square feet available to rent at an annual rental of \$5,000 so that when fully rented our income will be \$9,500 for space which we used to get much less even without the hall. This will fill the building and leave us with only two tenants whose rents are below the \$5 base rental that we have. That is, most tenants are paying \$5 or more a square foot for space depending on the location of the space and what is in it.

We also have some other interesting additions in the office. One of these is an additional Model 32 TTY purchased from Lee Brody in New Jersey. This makes the second Model 32 we have gotten from this source at very reasonable prices. At the same time, Lee, in demonstrating his support for the NAD has also joined the ranks of those people who have contributed a thousand dollars or more to the Building Fund. The new TTY brings the number of TTY's in the office to four. In addition to which we also have a Phonics, Inc., TV Phone so actually we have a full complement of telecommunications equipment, what with two Model 32's, a Model 15 and a Model 19 plus the TV Phone. We also have two Apcom modems, one of the older models and one newer Phonetyp III and two Essco models, both of which are fairly new models. The TV phone is the new compatible model although the Executive Secretary used an older version when he was hospitalized and found it a blessing in helping pass the time while stuck in bed.

Staff changes: Miss Linda Collins is our new receptionist; Marcy Herron is Willis Mann's new secretary for the WFD grant. In addition, we have Sharon Roberts, who has been working on a part-time basis for the Registry of Interpreters for the Deaf and Maurice Tomida, a student at Gallaudet College who hails from West Africa, as summer employees. Sharon and Maurice will fill-in where needed as people go on vacation. Both have been with us before. Sharon had worked with the RID last summer and Maurice worked for us in the mailroom for several months before taking up full-time studies at Gallaudet. However, with all the changes and new directions, it still goes without saying that it is "great to be back."

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Colorado School for the Deaf Jr. NAD	25.00

JUNE, 1973 THE DEAF AMERICAN — 29





# interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf

814 Thayer Avenue, Silver Spring, Maryland 20910

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### Chapter News

Our newest chapter was established in Idaho on April 28, 1973. For many years our membership did not include any members in this state. Jim Palmer, formerly of Southern California and now of Twin Falls, Idaho, is very active in getting interpreters and deaf people in Idaho involved in the national RID.

The chapter recently established in Baton Rouge, La., has a symbolic-acronym named BRIDGE (**B**aton **R**ouge **R**egistry of **I**nterpreters with **G**reat **E**nthusiasm.)

### Certification News

Since local chapters began evaluating interpreters in December 1972, thirty-nine chapters have scheduled one or more evaluation sessions to be completed by June 30, 1973. Local evaluation chairmen and evaluators are to be commended for the hours and hours of work they have devoted to making the national certification program the success it is. The summer 1973 RID Directory of Members may list as many as 500-600 certified interpreters, as well as non-certified members.

\* \* \*

This month's *interprenews* features the New York RID Metro Chapter.

Interpreter Services for the Deaf in New York City was formed in 1969 by a group of interpreters, in an effort to meet the need for interpreters in the metropolitan area. At that time, there was only one full-time interpreter for the deaf serving the metropolitan area.

Using St. Matthew's Lutheran Church for the Deaf as central answering service, we began to locate interpreters and keep a list of interpreters' names, addresses, phone numbers, and hours of availability. This chart is very difficult to keep current, as schedules and addresses change constantly. We have now moved our answering service to NYU Deafness Research and Training Center (212-598-2305, 6, 7—TTY and voice). Martin Sternberg coordinates the service with the assistance of Janet Winslow.

New York Metro subsequently merged with the RID NY State Chapter and became NY RID Metro District 1. The New York RID Metro group was active with the State Chapter and the Temporary Commission for the Deaf in getting a law passed last year that requires inter-

preters for the deaf in New York State courts.

In spring 1972 RID Metro held an eight-week Saturday morning series of meetings at the NYU Deafness Research and Training Center. The Center arranged the workshop as part of its work on a manual, now published for national distribution, "Interpreter Training — A Curriculum Guide." This covers ethics, specialized interpreting and situations interpreters encounter.

Previously, RID Metro published a booklet on the troublesome problems of college-level interpreting. One of the more important ideas in this booklet is that the interpreter and student have an informal agreement or "contract" outlining the duties and functions involved before any interpreting begins.

Our chapter evaluated 27 interpreters in March 1973. The certification program will help us know the skill level of member interpreters and determine ways to aid interpreters improve services to clients. We will have more evaluations in June for those who could not be evaluated in March. The generous involvement of the evaluators and many organizations who assisted us in various ways is sincerely appreciated.

In the future we will have informal get-togethers where members will interact and present innovative ideas. One of our aims is to give sign classes for interpreters concentrating on upgrading services to the courts. We hope that many more deaf people will become interested in joining us and showing us how better to serve our community.

Present officers are Margaret Borgstrand, president and temporary evaluation team chairman; Sue Wolf, corresponding secretary; Joan Doughty, treasurer; and Dan Hodgson, recording secretary.

\* \* \*

The following description of interpreters was written by Rev. George Joslin of Richmond, Va. He speaks particularly of interpreters in the religious setting, but at the same time describes any interpreter.

\* \* \*

### Interpreters Are Human

Interpreters are human, believe it or not, much like the rest of us. They come

in both sexes and in various sizes, but they are usually ladies who are always most attractive.

Interpreters are found everywhere: in churches, in homes, in weddings and at funerals. They are usually around where there are deaf people, often relating all sides of a three-way conversation.

Interpreters must have the wisdom of Solomon, the disposition of a lamb, the endurance of steel and the grace of a kitten. They interpret for a deaf mother whose son is being questioned at juvenile hall or being honored at school. Too often they must interpret for a deaf child whose parents never hope to learn to communicate with him.

An interpreter who does well has "such beautiful motions." When he/she gets confused and flustered, the interpreter "disrupts the whole service." He/she interprets the invocation, the call to worship, the congregational songs, the announcements, the anthem, the sermon, the invitation and the benediction. Then, that evening, the pastor is away so the interpreter has to interpret for a supply preacher who mumbles, stutters, has an Irish brogue and who "didn't have time to prepare," so he just "talks."

Interpreters are asked questions about their ability to lipread, or can they read Braille, or why don't all deaf people get hearing aids so they won't need an interpreter. And then most people assume they are making some kind of manual shorthand, or semaphore with their arms, instead of using a distinct language with all the difficulties faced by the expert interpreters at the United Nations.

Interpreters are at church in any kind of weather, any time of day, any season of the year, hearing excuses why deaf people could not come: it rained, the services are too late at night and it is Christmas time.

Interpreters who stand up in the front of the church "seek attention." If he/she sits down to interpret, he/she is not "putting himself into his work." If he makes suggestions to the pastor about the worship service, he is trying to run things; if he keeps silent, he has lost interest. If he has been interpreting for many years, he is in a rut. If he uses a lot of facial expression, he distracts from

the service; if he does not, he is a dead panned puppet.

If he does not train others to help him, he thinks no one is as good as he is; if he does train others, he is trying to pass himself off as an expert.

Interpreters like cooperation, appreciation and to see deaf people understanding. They dislike to be conspicuous, imposed upon and to face 18th century hymns every week.

Interpreters are people—usually very busy people, occasionally very tired people, seldom very unhappy people.—George B. Joslin

**IT'S NOT TOO EARLY** to begin making plans to attend the **Third National RID Workshop/Convention, June 26-30, 1974, at the Hilton Hotel, Seattle, Wash.** Judie Husted, president of the Washington RID, is also convention chairman. She is assisted by Alice Burch, who is planning the workshops.

All committees are working diligently to make our third workshop/convention an outstanding learning and cultural experience in exciting Seattle.

The NAD Biennial Convention begins June 30, 1974.

## Letter to the Editor

Dear Editor:

It may be that I am entitled to a rebuttal to letters commenting on my February gambit favoring new signs to upgrade Manual English for school children and cautioning that standardization of signs—new and old—cannot guarantee common usage.

I am not going to disagree with Henry Stack if both of us are looking at "Manual English" from the same angle. What he said about it fits the description of new Manual English with "signs for word endings and tenses which make an erroneous translation an impossibility." On this score I heartily agree with him. What I was referring to in my previous letter was the variety in which tenses and endings are not expressed but ascertained through contextual experience that those with established language have.

What about deaf children without language experience and without knowledge of language of signs? I am against monopoly of the classroom to develop language at its slow-slow pace supplemented by free-style Ameslan in the dorm and at a rate that it is years before they are capable of using Manual English. When most schools, the Missouri School for one, withhold the teaching of perfect tenses until after the seventh year for a 13-year-old, it then behooves us to make English

in Manual English more visible at the earliest date in a wider scope so that it won't be entirely new to them in classroom learning of the language. A four-year-old hearing child hears perfect tenses all the time and uses them to some extent. Why should a deaf peer be held back until he is 13 or so—a price he has to pay because Ameslan does not have satisfactory signs for them? While at this, I must mention perfect-tense signs proposed in the old **Silent Worker** (October and November 1956, pages 6 and 9, respectively). They are very visible and they do not depart from the style used in Manual English.

As for Esther Cohen's fear of modifying Ameslan into an unrecognizable state, I am trying to rationalize along with her. But actually the masterpiece (her word) created by the good Abbe de l'Epee was not intended to be a museum piece in the same way Edison's has become in her home state. In parallel cases, both inventions have undergone changes—more for expediency and practicality than for whims and caprices. Edison himself was such a realistic man that he never expected his invention to remain static. The same thing could be said of the French inventor; this much we know because he could not have invented signs for **telephone, airplane, rocket, electric**, and many, many more.

The lady from New Jersey did not sound happy and contented with progress in citing somewhat metaphorically the engendered evils of pollution . . . meaning Ameslan could be polluted in the name of progress. Bad as air pollution is from fumes of some 25 million automobiles and trucks, it is vastly better than messy pollution from 25 million horses (if we had clung to them) littering streets and roads with 25 trillion flies descending on them to contaminate our foods and to wreak pestilence on mankind. No, we cannot eat our cake and have it, too.

I wish fingerspelling could be the answer to everything—a panacea in itself. The late Howard T. Hofsteater, a friend of mine, and whom Ms. Cohen did not mention by name, succeeded in the fingerspelling route because he was an exceptional chap. I know he would have been too modest to comment about himself if I had asked him why the likes of him haven't come from the Rochester School with its ages-old regime of fingerspelling only and no signing. I cannot overlook the fact that hearing children hear and speak words before they learn to spell them. Why should the procedure for deaf children be reversed?

I hope Ms. Cohen will concede that new Ameslan (or new Manual English) is necessary for school children to help them reconcile with speech simultaneously. She can be reasonably certain that most of them after leaving school will find free-style Ameslan so fascinating, convenient and expressive that they will fall into using it.

Max Mossel

Fulton, Mo.

## Rehabilitation Counselor

To provide counseling and casework services to hearing handicapped and deaf children and adults, including interpreting services. Some consultation to agencies and organizations serving the deaf. **QUALIFICATIONS:** Must be hearing impaired or deaf, competent in the language of signs and possess a B.A. degree. Experience in counseling or related field desirable. M.S. degree desirable but not required. **SALARY:** \$8,496 to \$11,172, depending on qualifications. **CONTACT:** Mrs. Lorraine Stewart, Assistant Personnel Director, Minnesota Department of Public Welfare, Centennial Office Building, St. Paul, Minnesota 55155.

## BOUND VOLUME XXIV of THE DEAF AMERICAN

Any reader or subscriber wishing a copy of handsomely bound Volume XXIV (Sept. 1971-July-Aug. 1972) of **THE DEAF AMERICAN** has a choice of two plans:

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**THE DEAF AMERICAN**  
National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, Maryland 20910



By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

# Humor

## AMONG THE DEAF

A young preacher, Bernie Hale, whose field address is Bogota, Colombia, S.A., recently spoke at the Assembly of God, Riverside, and passed out to the congregation cards containing a picture of his family, the manual alphabet and a poem. The poem:

### THE DEAF CHILD'S PRAYER

"Do angels sing in heaven, Lord?  
Will I hear music there?  
Or must I in a corner stand,  
While others join in prayer?  
"Will I wonder what they're saying, Lord,  
Like I often do down here?  
Must I sit still and be patient, Lord,  
While the bells ring loud and clear?  
"Can I read your lips in heaven, Lord,  
Or will I be brushed aside?  
Will I hide my hands in pockets, Lord,  
Because of wounded pride?  
"Will the Saints all stand to praise Thee, Lord,  
While I in silence wait?  
Will there be someone in heaven, Lord,  
To lead me through the gate?"  
And God who loves the humble bent,  
To sooth the anxious fear,  
"My child, has no one told you that  
There is no silence here?  
"Hold out your hands, my little one,  
For heaven all to see;  
We've seen them pray so many times,  
Each prayer reached up to Me.  
"See all the angels waiting now,  
The gates are open wide;  
Your crown of life is waiting, child,  
And I shall be your Guide.  
"I have a song to give you, and  
You will sing loud and clear.  
Your new, new song will fill the sky;  
The sweetest song up here."

\* \* \*

The Vernon Birks, Hemet, Calif., sent me a clipping, taken from the L.A. Herald-Examiner, containing this item:

### SUGAR AND SPICE BREAKS JR. BASEBALL BARRIER

Equal rights for the opposite sex have come to the West Wilshire Recreation Center baseball team, the Braves, with the addition of star outfielder Sandy Freeman, 12, the only girl on the nine-member squad.

Her teammates said one of the reasons Sandy was chosen for the heretofore exclusive team was the ability she demonstrated last summer while playing for the center's all girl team, the Sneakers.

But another reason, they said, was her scrappiness—Sandy has been deaf almost since birth.

A fifth grade student at Hancock Park Elementary School, Sandy relies on lip-reading—whether at school, on the baseball diamond or at home watching television.

She says she finds her deafness no handicap to her pursuit of her first love—sports. And her teammates agree.

\* \* \*

A touch of deafness lightens one of life's heaviest chores—listening to bores.—Ogden Nash, in Evan Esar Collection

\* \* \*

Recently Harry Belsky, Jackson Heights, N.Y., sent me a piece he tore from the upper right hand corner of an envelope. The piece showed a cancelled stamp. The envelope had gone through the mails undetected by the mailmen for want of a postage stamp. The stamp on the piece was a "Gallaudet Home" seal, not a legal postage stamp. The seal showed a likeness of the Rev. Thomas Gallaudet (son of Thomas Hopkins Gallaudet). Similar seals were being sold to raise funds for the benefit of Gallaudet Home for the Aged and Infirm Deaf.

I recall receiving a letter with a Christmas Seal as the only stamp. And in an off-season, too.

Of course, the practice of using other than legal postage is not to be condoned. It could bring legal action against one. Perhaps some people do it unwittingly. And find their letter returned for want of a postage stamp. Better to be on the safe side.

\* \* \*

Sorry if we stray again from the humorous. This also from Harry Belsky. An editorial in the N.Y. Daily News. Speaks for itself:

### WHO'S HANDICAPPED?

It's hard to think of Joseph Mazzitelli in those terms, even though he cannot hear or speak.

But he has plenty of heart, and demonstrated it (last February) when he twice dashed into a burning building near the New School for Social Research, where he is a maintenance man, to bring two trapped women to safety.

The act of heroism brought Mazzitelli a citation from the Fire Department and . . . a tribute from the people he works with at the New School.

To which we humbly add a doff of our own cap in honor of a remarkably courageous and unselfish man.

\* \* \*

This was in Reader's Digest's "Biography Bits":

Helen Keller remarked after meeting Mark Twain: "I can feel the twinkle of his eye in his handshake."

(Which brought to Anne Nelson's mind a deaf-blind man in Ohio who recognized his friends by handshake and named them.)

\* \* \*

Ken Murphy, Anaheim, Calif., typed me the following:

### HAS THIS HAPPENED TO YOU, TOO?

(New Teacher) "When I first met you last year, I could hardly understand anything you said. Now, after associating with you for one year, your speech has improved so much that I can understand everything you say."

(Old Deafie) "Naw, the improvement is on your side. After all those many years, there is not much chance for me to improve any. This shows how much you have improved in understanding the deaf."

\* \* \*

Some weeks ago at the Ray Stallos' home the George Youngs showed beautiful slides of their travel in Europe last summer. One of the mementoes of their tour was a manual alphabet card they received from a deaf man in Spain, here reproduced to show differences in some letters in their Spanish as against our English. The Youngs found their sign language different from ours, but they managed to communicate with them in simple matters.

### ALFABETO DE SORDOMUDOS DE ESPAÑA



The rest of the material to follow in this department is from the collection of Harry Belsky, Jackson Heights, N.Y.

\* \* \*

### WHAT'S IN A NAME?

A teacher in one of our schools for the deaf was teaching the different colors. She pointed out that we do not say "white" ice cream but refer to it as "vanilla" ice cream. The next day a little girl wrote in her news, "Our cat has two kittens, one is black and the other is vanilla."

—Wisconsin Times, 1939

\* \* \*

### SILENT EMILY POST

Knack, See that man over there? He's an etiquette teacher in a deaf school.

Knack, What are his duties?

Knack, Teaching the pupils not to talk with their hands full."—Life, Deaf-Mutes' Journal

## A DEAF KITTEN

One day a gentleman gave Katie a little white kitten. It had pink eyes. It was deaf. Katie named her kitten Snowball. She called "Snowball, Snowball." But Snowball did not come. It didn't hear. Then Katie signed for the kitten to come. It came to her. After that Katie always signed to her kitten, when she wanted it to come. Don't you think this is a very smart rare kitten? It is said all white cats with pink eyes are deaf.—The California News, 1917

\* \* \*

Sidney Herbert Howard tells a story of a child that became deaf from drinking lye. He says it is a "very rare case." Very rare indeed, Herbert. We can hardly tell which would be harder to swallow the story or the lye.—DMJ, 1881

\* \* \*

## A BASEBALL YARN

Mike Donlin, formerly a famous outfielder on the N.Y. Giants baseball team, is now a moving picture actor. While a member of the Giants team, Donlin was a pal of Dummy Taylor, a deaf player, and became very proficient in the sign language.

At the studio where Mike is working, a deaf girl is employed as a waitress in a restaurant. Donlin did not know of her disability, and recently, just to kid her, said to her in the sign language: "You are very pretty, but I am hungry and in a hurry. Bring in the dinner."

He was astonished when in sign language she replied: "You're homely, hungry and in a hurry. Indeed, you're the three "H" Kid. Be patient and I'll put one right over the plate for you. Don't miss it."—N.Y. American, DMJ 1918

\* \* \*

The latest joke going around is this: A guest at the marriage of a deaf couple wittily and gallantly wished them unspeakable bliss.—DMJ 1889

\* \* \*

## OUTFIELDER W. HOY'S ROUNDELAY

It is a waste of energy—  
This is no golden rule—  
To swear at deaf men thoughtlessly,  
Or to advise a fool—

—N.Y. Sporting Life, DMJ 1902

## FACT, FANCY, FICTION

Office boy—Dere's two men out dere wants to see yer; one of 'em, a poet, and t' other 'n 's a deaf man."

Editor—Well, go out and tell the poet that the deaf man is the editor."—Peck 1894

\* \* \*

## IN ONE EAR AND OUT THE OTHER

Sometimes the Kentucky Standard has an article about causes of deafness. It tells of some children who heard someone say about a little boy what went into one ear went out the other. They poured some sand into the child's ear to see if it would come out the other. When this didn't happen, they turned the child over and poured sand into his other ear. The child's hearing was lost forever.

A good rule to follow is "Never put anything in your ear smaller than your elbow."—Wisconsin Times, 1944

\* \* \*

We sat in a street car, a huge man inside a heavy overcoat squeezed down beside us—a man with the odor of stale fried potatoes. As the car rolled on we began to think of enlisting in Singer's Midget Troupe. Presently the man turned and spoke to us. We indicated our inability to hear. Abruptly the man rose and went to another seat. And with him went the nauseating odor of stale potatoes—and all traces of an inferiority complex.

Who said deafness hasn't certain blessings?—Rev. A. G. Leisman, Wisconsin Times

\* \* \*

## WHERE DEAF MEN DON'T FIT ON WPA

If you are hard of hearing or deaf, you don't get a job with WPA crews clearing a bed for Grand Coulee Lake Dam. Workmen kill an average of 30 rattlesnakes a day.—Wisconsin Times, 1939

\* \* \*

## THE MINISTER WAS PUZZLED

At a marriage service performed some time ago, in a little country church in Georgia, when the minister said in a solemn tone, "Wilt thou have this man to be thy wedded husband?" Instead of the woman answering for herself, a gruff man's voice answered, "I will." The minister looked up very much perplexed and paused. He repeated the sentence and again the same gruff voice answered, "I will." The minister looked up sur-

Look ahead to . . .

The 43rd Biennial Convention  
of the  
National Association of the Deaf

Seattle, Washington

JUNE 30 - JULY 6, 1974!

Watch for details in coming issues  
of THE DEAF AMERICAN.

prised, not knowing what to make of it, when one of the gentlemen at the end of the row said: "She is deaf. I am answering for her."—Lippincott's Magazine, 1916

\* \* \*

## HE FELT FOR HIM

A good story is told on Attorney General Brewster. It is in respect to his absent-mindedness. The other afternoon while slowly perambulating on the Avenue, he came across a deaf and dumb applicant for aid from the charitable.

"How long have you been deaf and dumb, my afflicted friend," inquired the buff-colored, amiable general, as he arranged the disconcerted ruffles of his foh-de-wah shirt.

"Five years next fall," sadly responded the impoverished deaf mute, "and family of six."

"Poor man, poor man, I sympathize most tenderly with you in your terrible affliction; here is a quarter for you," said the attorney general, handing him the price of two drinks, and with a sigh of intenseness, he plodded along in his absent-minded way.—Sunday Capital, DMJ 1882

## Church Directory

### Assemblies of God

When in Portland, welcome to  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1315 S.E. 20th Ave., Portland, Ore. 97214  
Sunday 9:45 and 11:00 a.m.  
Thursday 7:30  
Rev. Norman Stallings, pastor

### Baptist

When in the Detroit area . . . visit  
A church that LOVES the deaf.  
**COMMUNITY BAPTIST CHURCH**  
28237 W. Warren, Garden City, Mich.  
Rev. James B. Allen, pastor  
Sunday School, 9:55 a.m.; Sunday night,  
7:00 p.m.  
Separate services for the deaf.  
Rev. Lester H. Belt, minister to the deaf

Visit Baton Rouge in "French" Louisiana  
While there, attend the Deaf Ministry of  
First Baptist Church, 529 Convention Street.  
Baton Rouge, Louisiana  
Services are 7:15 p.m., Wednesday; 11:00 a.m.  
and 7:00 p.m., Sundays in the Deaf Chapel.  
Sunday classes are at 9:30 a.m. and 5:45 p.m.  
Rev. Hoyett Larry Barnett, Pastor to the Deaf

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Combining academic excellence with Christian love and concern, deaf and hearing students learn together in an accredited residential high school.

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Seymour, Tennessee 37865

When in Poughkeepsie, welcome to . . .  
**VASSAR ROAD BAPTIST CHURCH (SBC)**  
32 Vassar Road, Poughkeepsie, N.Y.  
Interpretation for the deaf at all services  
Dr. Charles M. Davis, pastor

**The Deaf Department  
FIRST BAPTIST CHURCH**  
1020 Lamar  
Houston, Texas

Invites you to worship with us  
while in our city.

Services, Wednesday 7 p.m.; Sundays, 9:30 a.m.  
& 5:45 p.m. and special activities;  
Special services for the deaf in the chapel.  
E. Joe Hawn, minister

When traveling north, south, east or west,  
eventually you will pass through Little Rock.  
Why not stop and worship in the  
Deaf Department of

**FIRST BAPTIST CHURCH**  
1208 Louisiana Street, Little Rock, Ark.  
Sunday: Sunday school 9:30 a.m.; worship  
10:45 a.m.; evening worship 6:00 p.m.  
A full program for the deaf.  
Rev. Robert E. Parrish, minister to the deaf

**THE FIRST BAPTIST CHURCH**

217 Dill Ave., Frederick, Maryland  
Robert F. Woodward, pastor  
David M. Denton, interpreter  
9:45 a.m., Sunday school for deaf  
11:00 a.m., Morning worship service  
interpreted for the deaf  
A cordial welcome is extended.

Worship and serve with us at

**FIRST BAPTIST CHURCH**  
510 West Main Avenue  
Knoxville, Tennessee

Sunday: Sunday School 9:30 a.m.; Morning  
worship 11:00 a.m.; Training Union 6:00 p.m.  
Evening worship 7:00 p.m.

A Full Church Program for the Deaf  
Rev. W. E. Davis, minister

**PHILADELPHIA BAPTIST CHURCH  
& DEAF CENTER**

823 W. Manchester Ave.,  
Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.; worship, 11:00  
a.m. Deaf and hearing worshipping together.  
Elder Sam Hooper, Melvin Sanders, teachers;  
Willa G. Boyd, interpreter; William T.  
Ward, pastor.

When near Louisville, Ky., welcome to  
**FOURTH AND OAK STREETS BAPTIST  
CHURCH FOR THE DEAF (SBC)**

Sunday School, 9:45 a.m.; Worship service,  
10:55 a.m.; Sunday night service, 6:00 p.m.;  
Wednesday night service prayer meeting,  
7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter  
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .

**THE BAPTIST CHURCH OF THE DEAF**  
8th & H Streets, N.W., Washington, D.C. 20001  
Sunday School, 9:30 a.m. Worship, 10 a.m.  
Francis C. Higgins, leader, 937-2507.

## Church of Christ

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Dallas, Texas 75208  
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Ralph D. Churchill, 941-4660

**ROCKVILLE CHURCH OF CHRIST**

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Sunday Class, 10:00 a.m.; Worship Services,  
11:00 a.m., 6:00 p.m.  
Minister: Don Browning  
Interpreter: Don Garner

## Episcopal

When in Mobile, Alabama, or on way to  
Florida stop and visit

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FOR THE DEAF**

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Rev. Silas J. Hirte

When in Denver, welcome to  
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All Souls Guild meetings second Friday  
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All Souls Guild socials fourth Friday  
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Rev. Edward Gray

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in the United States

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New York, N. Y. 10024

**ST. PAUL'S MISSION FOR THE DEAF  
OF GREATER HARTFORD**

679 Farmington Ave., West Hartford, Conn.

Services every Sunday at 7:30 p.m.; Fel-  
lowship Guild, 4th Thursday at 7:00 p.m.

**ST. GEORGE'S MISSION FOR THE DEAF**

74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at  
10:00 a.m.; Fellowship Guild, 1st  
Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF**

1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at  
2:00 p.m.; Fellowship Guild, 4th  
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

## Lutheran

**ETERNAL MERCY LUTHERAN CHURCH  
FOR THE DEAF**

2323 Monroe Ave., Memphis, Tenn.  
Worship service 11 a.m. every Sunday.  
The Rev. Donald E. Leber  
Phone 901-274-2727

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Indianapolis, Indiana 46205

Worship every Sunday at 10:30 a.m.  
Pastor Marlow J. Olson, the only full time  
pastor to the deaf in the State of Indiana

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FOR THE DEAF**

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Minneapolis, Minnesota 55406  
Services 11:00 a.m. every Sunday  
(10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

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**CHRIST LUTHERAN CHURCH OF THE DEAF**  
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Robert J. Muller, pastor  
TTY 864-2119

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Phones (with TTY): Ch. 688-0312 or 651-6720  
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In North New Jersey meet friends at

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Rev. LeRoy Schauer, pastor

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
657 West 18th St., Los Angeles, Calif. 90015  
Sunday school, 9:45 a.m.; Sunday morning  
worship, 11:00 a.m.; Bible Study, Tuesday,  
7:30 p.m.

When in the Pacific paradise, visit

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Children's weekday religious education classes

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For information call 732-0120

When in Atlanta, Ga., welcome to

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and 7:00 p.m.

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J. Raymond Baker, Secretary  
5732 North Kings Highway  
Alexandria, VA 22303

## National Congress of Jewish Deaf

Alexander Fleischman, President  
9102 Edmonston Court, Greenbelt, Md. 20770  
Ben Estrin, Secretary-Treasurer  
2305 Georgian Way, Wheaton, Md. 20902  
\* \* \*

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1064 E. 92nd St., Brooklyn, N.Y. 11236

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Leonard B. Warshawsky, Secy.,  
5036 Conrad Street, Skokie, Illinois 60076

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Mrs. Hermina Turkin, Secy.,  
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**GALLAUDET COLLEGE HILLEL CLUB**  
Miss Betsey Kaplan, Secy.,  
Hillel Club, Gallaudet College  
Washington, D.C. 20002

**LOS ANGELES H.A.D.**  
Mrs. Elaine Fromberg, Secy.,  
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90046

**NEW YORK H.A.D.**  
Herman Streicher, Pres.,  
30 Ocean Parkway,  
Brooklyn, N.Y. 11218

**PHILADELPHIA H.A.D.**  
Ben Pollack, Secy.,  
9801 Haldeman Avenue—Apt. D204  
Philadelphia, Pennsylvania 19115

**TEMPLE BETH OR OF THE DEAF (N.Y.)**  
c/o Mrs. Alice Soll,  
195 Princeton Drive, River Edge, N.J. 07661  
**TEMPLE BETH SOLOMON OF THE DEAF,**  
c/o Mrs. Gloria Webster  
15947 Vanowen St., Van Nuys, Calif. 91404